

Educational Supplement

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Break

Still boiling

Letters continue to pour into this office in response to our invitation to air views about The Best Days? ...

One does not have to come from the much maligned middle class home to bring children up with a fairly decent set of standards. ...

The answer seems to be, first get your contract, insisting on such a foolproof contract as possible. ...

The BBC had permission from the school and the Local Education Authority. ...

So many people, including Angela Pops, David Dinkley, ...

Aristides

Blame the parents
Sir, I think most parents of decent, well-behaved children must have been as appalled as I was at the film, The Best Days? ...

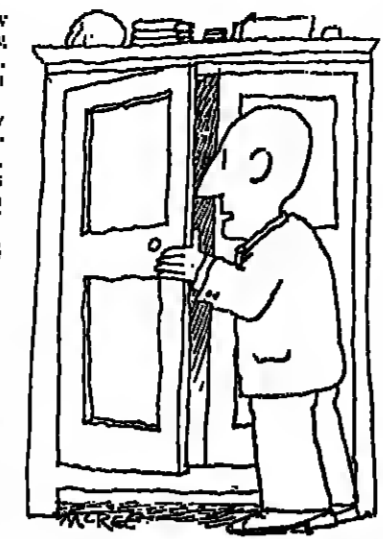
the film, The Best Days? Not, may I add, at the teachers' teaching methods, comprehensive education, but at the quality of the children in the school.

Why were we not shown a few children with at least a semblance of manners instead of these rude, ill-mannered louts? ...

Blame society
Sir, As a probationer teacher in a fairly typical comprehensive school, I have frequently faced the type of situation shown in the film ...

We proffer violent films containing nasty actions carried out against human beings. We show television programmes where we learn that to be worthy of respect is to shoot first and ask questions later ...

Now take these children to a place where they are asked to work, to drink for themselves, to use their own minds, to care about their futures, and do not be surprised when they laugh in your face ...



You can come out now, headmaster, the Great Debate is over.

School, is going wrong. What is wrong with our schools? ...

Bring back the cane
Sir, I think it is time we teachers stopped searching round for ways to blame society for what was shown in that Panorama programme ...

The need to fight cuts in education expenditure—both in equipment (including basics) and in teacher supply (the James Induction proposals are dreadfully overdue) ...

Giving a lead
Sir, If senior staff are not going to take classes of their own, they are not absolved from all responsibility for what goes on in the classrooms of their schools ...

respect. They have a general responsibility for discipline and a specific responsibility for in-service training of the staff.

Self respect
Sir—PART of the programme which impressed was ...

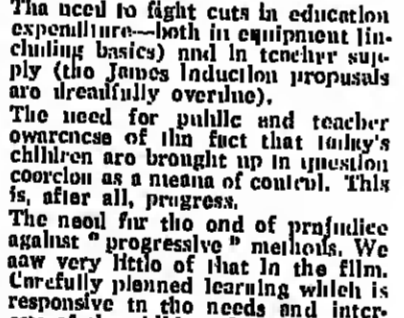
Probation poster
Sir,—It has been my responsibility as a probationer teacher at a college of education, to see that teaching practice for approximately 100 students annually is ...

The real issues?
Sir,—Edgong Radical Teachers' Group—left-wing NUT teachers affiliated to the Socialist Teachers' Alliance—watched the Faraday film and after these observations ...

Chance to reply
Sir,—It is clear that only at the lives of the people in a school could be shown in a montage documentary and ...

Next week
Robin Wood writes about the Japanese film director Kurosawa; Jill Gomez and Pamela Curran write about ...

Chess
The King is the centre
There are certain basic principles of play in open positions (i.e. positions in which the central lines are open, especially to the major pieces) ...



Position after White's 18th move
Black carries out all the modern manoeuvres of the opening but ...

But this has also held good for the defence that was invented in the past 20 years. The 'Fire Defence', a complicated line in which ...

more effort in schools and in community about careers. The need for salary ...

It has been increasingly clear to find schools whose teaching and student teachers can cope with the work of the school ...

In January she turned down comprehensive reorganisation plans submitted by Derbyshire on the grounds that the 11-18 schools they proposed did not provide enough opportunities for sixth-formers ...

At last week's meeting, it was decided that the NUT should press for a circular asking L.E.A.s to review their plans for full-time sixth-forms in 1982 ...

The DES memorandum acknowledges, briefly, a number of difficulties in changing the sixth-form pattern. These include ...

It is not a movable feast, but there is no fixed and changeless as the conference routine. This year Eastbourne welcomed the National Union of Teachers, and Tarquin the National Association of Schoolmasters' Union of Teachers, and the verbal ...

policy of keeping rate increases down to an average of 15 per cent. Speaker after speaker at Eastbourne took the opportunity to attack the Prime Minister and the Secretary of State. ...

DES report recommends minimum size of 140 Most sixth forms too small to work

by Arnold Stevens

The minimum workable size for a sixth form is 140 pupils, at least 100 in the single-sex form. A levels ...

They reckon the proportion of new 11-18 schools will increase until they are about 12.5 per cent of the total. Possible changes in sixth-form curricula and exams will not, they say ...

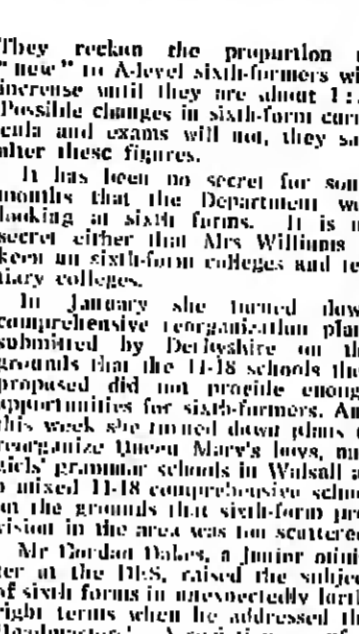
It has been no secret for some months that the Department was looking at sixth forms. It is no secret either that Mrs Williams has been a sixth-form colleges and tertiary colleges.

In its memorandum, the DES has not come down emphatically in favour of any particular system. It does, however, point to the growth of sixth-form provision and the number of students in the 16-18 age group studying in further education colleges.

It also suggests that there could be gains for the economy if young people who are essentially academic in their orientation are given opportunities to study practical and vocational subjects.

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Spurge sixth form - not enough pupils to go around?

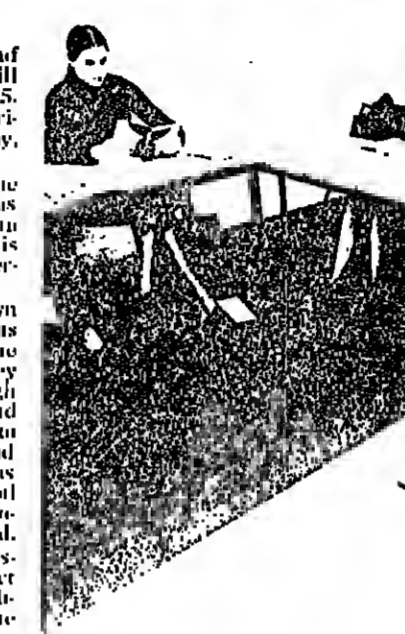
53 per cent of state schools now have sixth forms, compared with 20 per cent before comprehensive reorganization

460 000 pupils aged 16 to 18 in state schools or full-time FE last year. Estimated peak of 600,000 in early 1980s, falling to 530,000 by 1990

Proportion of 16-18s staying on estimated to rise from 25 per cent to 32 per cent by 1990

Average size of traditional sixth form up from 72 A level pupils in 1967 to 79 last year

Traditional sixth forms in comprehensives: 40 per cent have fewer than 50 pupils. Less than 10 per cent have more than 150 pupils. 60 per cent of all 16-plus classes have 10 pupils or fewer



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Hands off
Warnings to rival screens and politicians to keep out of the curriculum were given at the annual conference of the National Union of Teachers ...

Brum battle
Clive Jenkins draws conclusions for worker participation in universities from his recent struggle with management at Birmingham ...

Top secret
Confidentiality—or confidence? James Mitchell looks at the arguments against keeping secret records on schoolchildren ...

Life and death
Robin Wood reviews a resurrected masterpiece of the Japanese cinema ...

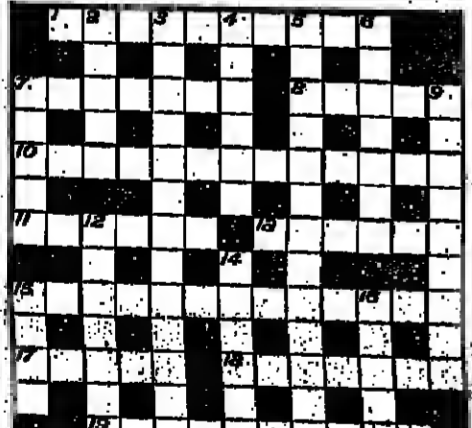
Religious books
Hilary Finch investigates the remarkable growth at this end of publishing ...

Extra
Modern languages
New ways forward—or, in the main's view, a great con. ...

Lentils, 2; personal column, Gerry Fowler, 1; Sport, 14; Foreign news, 10, 11; Letters, 12, 13; Features: romanian care, CN16, 17; books: religion, ethics, economics, 18, 19; Talkback: sixth-form journalists, integrated PE, human rights in the classroom, 25; resources, 24; arts reviews: radio literature, school plays, television, the Open University's 'What and Society' series, 28, 29; maths teachers, crossword, 29, 30.

Classified ad index page 28

Crossword No 1,080



- 1 Scattered occupation in loca paren (4, 6).
2 But, up dng last year (7).
3 Superior attitude of a roared 1 (5).
4 To which the dicaments should be made (7, 6).
5 Prudential provision (5).
6 Lots of 20 (6).
7 Lively posture could not be better for products this good (13).
8 South German car for Arabia (7).
9 Dwindling place for engineers (7).
10 Relative proof that tem or Dad has been married before (10).
11 To what green protest. Lead'et thou (5).
12 Southern to Tuzze No 1,079.

- 15 Decadent of an old window (4).
16 Does not get away with it (5).
17 Disruption to Tuzze No 1,079.



- 17 Disruption to Tuzze No 1,079.

Chess

Position after White's 18th move
Black carries out all the modern manoeuvres of the opening but ...

But this has also held good for the defence that was invented in the past 20 years. The 'Fire Defence', a complicated line in which ...



# Up against academic autocrat

CLIVE JENKINS writes the third article by a union leader on industrial democracy

I can clearly hear the clink of academic laureates' shovels as they start digging trenches around their institutions to stem the onward march of industrial democracy. I have always favoured the view that universities have a special status as self-governing communities and have the right of special regard from all of us and a special protection of their right of autonomy and profound heterodoxical ideas or even to defend the traditional stuff.

Collective bargaining is still in its infancy in this area and in between the negotiations for improved pay and conditions there is less formalization than there was between the armies of General Hoig and Kaiser Wilhelm on the first Christmas of the First World War.

There is an additional problem: there is a split in academic disputes which seems to split over and make sour what would otherwise be normal industrial relations and cordial relationships in industry. This is made worse by the amercement of an many university academics in the bargaining of agreements. How then is this stand to become corrected? Is there any possible check by the outside public by the community or the consumer?

In the case of Birmingham University it was clear that the university council itself (with an academic majority) was a mere appendage and obviously not fulfilling its purpose. There were individuals on the council who, by their experience and links with the Labour Movement, knew that it was quite absurd for the management to threaten to victimize the strikers in circulars which were candidly put out to heads of departments and which advised them not to recommend any strike for annual awards. This was compounded in the regulations by which the strikers in circulars which were candidly put out to heads of departments and which advised them not to recommend any strike for annual awards.

But the university authorities did not; they threatened to victimize the strikers in circulars which were candidly put out to heads of departments and which advised them not to recommend any strike for annual awards.

This incident of the events of Birmingham may seem remarkable, and all I can say is that we actually have the documents in our hands—although these outrageous propositions have been discarded and there is no reason to work on the basis of ASTMS propositions made

# Jobless: NUT ready for action if . . .

by Stephen Cohen

The National Union of Teachers is ready to act in May if the 20,000 jobless teachers—10,000 of whom are prepared to back it with industrial action.

Delegates to Eastbourne were told that the union is likely to fix the date for maximum class sizes of 33 in the year to 32 when more accurate information on teacher unemployment becomes available as students return to their training institutions. Up to 10,000 of them could find it impossible to obtain posts.

An amendment to set 30 as the maximum of children in a class was narrowly defeated. Nearly 60,000 extra teachers would be needed to reduce classes to that size.

Mr Max Morris, of the executive, said the union's action committee would like to add it to the list of criteria for taking action. But facts had to be faced; the membership would not respond sufficiently to make it a success.

An earlier left wing amendment calling for a massive national campaign of picketing against cuts in public spending was defeated. The amendment from Westminster and Hull Associations, also wanted the equivalent of one free day a week for preparing lessons, and a ban on classes of more than 30.

Mr David Pacion, Lewisham, for the amendment, said the key issue was class size. "We have waited a long time to get class sizes down to the 30 or level in the schools where we can do the job properly. Parents will not oppose this. They know the value of smaller classes for their children."

Mr Dewl Bonner (executive) said

# Union to press for widowers' pensions

A major change in teachers' pension rules will be sought by the union this year.

At the end of an emotionally charged debate, delegates agreed that husbands and children should be entitled to the pension rights of women teachers when they die. At the moment, only wives and children of men teachers get this benefit.

Mr Bernard Siffert, Bury St Edmunds, said this was a serious injustice. He would be prepared to pay an extra half or one per cent of his salary to put the widows right.

Women pay the same pension contributions as men—6 per cent of their salary. The change of rules would probably mean that another 2 per cent of pay would have to be deducted. Part of this could be met by employers who now contribute 7.9 per cent of a teacher's salary to the pension fund.

The union will also press for retirement for men at age 60 and optional voluntary retirement at 55.

Delegates called for a four-year training course for all teachers. Mr Frank Harris, York, said people could talk about standards until they were blue in the face, but nothing could be done until there was better teacher training.

Meals cost study

An investigation into the implications of transferring the cost of school meals, milk and transport to the budgets of reier government departments will be carried out by the union this year. A report will be presented at next year's conference.

More conference reports, pages 6, 7

# Mrs Williams gives a pledge on redundancies

Falling school rolls and economic cuts would not make large numbers of teachers redundant, Mrs Shirley Williams, Education Secretary, told the National Union of Teachers conference in Eastbourne this week.

Cuts would not damage the fabric of the service, she said. "I am concerned that some authorities have not found it possible to recognize the same degree of priority as I would have wished the overriding need to begin the expansion of in-service training, but wholesale closures of nursery schools and widespread teacher redundancies are not in prospect."

The Government was making a four-pronged attack on teacher unemployment by reducing the numbers being trained, retraining those suitably qualified in the shortage subjects, offering early retirement and increasing the number of teachers needed by stepping up in-service training.

Of those trained for teaching last year, 10,300 were still looking for teaching jobs last October. "This is obviously a far higher figure than we should like to see but we may take some comfort from the fact that the number was only half that of the gloomy forecasts of last summer."

Mrs Williams referred to the latest Black Paper and the recent BBC Panorama programme on Friday School in Ealing. "Of course there are weaknesses in the education system and teachers who find it hard to cope but I do not think a highly tendentious account of a far from typical school is the best way to overcome such problems."

"I will waste no time on the Black Paper beyond saying that it was a usual heavy with partisan analysis and light on practical solutions."

She called on the NUT to help to change the constitution, role and structure of the Schools Council. She shared the council's view that it was no longer satisfactory to have two exam systems at 16 plus but whether a common system was practical was another matter.

Parents wowed in war with DES

Parents and teachers were urged to stand together this week to protect the freedom of schools against state intervention. Leaders of the NUT told the union's conference that the Government wanted to step into schools and control the content of lessons.

Mr Sam Fisher, executive, said the Department of Education wanted to "assert control over the curriculum. It is the content of the curriculum they are after," he said.

The conference overwhelmingly passed a priority resolution on educational standards which deplored "unjustified and ill-informed attacks on the work of the schools". While there was no opposition to "outstanding monitoring of progress" the conference felt that improvements in resources were more important in raising standards.

# Use some discretion

Another letter on page thirteen draws attention to the absurd anomalies now proliferating in further education, where the application of discretionary grant policies by local authorities and the rigid rules laid down for welfare payments combine to catch students in the crossfire.

Reasons which everyone knows, i.e. a becoming much more restrictive in their distribution of discretionary grants. It could be questioned if they are really exercising any reasonable discretion at all. In some cases, having made up their minds in advance not to consider individual circumstances. This has hugely increased the crucial importance of two A levels, and the arbitrary divide which, when crossed, takes a student into the territory of the mandatory award. There is no sensible public policy which ordains that degree and HND courses are always good, while non-degree, non-advanced courses are always inferior. The case for retaining the notion of discretionary awards in the way of a wide range of courses which cannot be properly counted, and it makes sense to retain an element of flexibility in the administration of the policy. But what is now emerging is an even harsher inflexibility, and the general imposition of policies which are against the public interest as well as the interest of individuals and their families.

The point to which Mr Conper refers on page thirteen concerns the national student award nineteen, who is refused a discretionary grant to take OND or A levels at a college of further education. By not making the discretionary award, the i.e. saves the values of the grant. If the student remains unemployed, he

# Change of direction

The case of the Cheshire parents who successfully persuaded the Secretary of State to direct Cheshire to send their son to a grammar school, has been hailed by the chairman of the Cheshire Education Committee as "Tameside in reverse".

That is, after all, a delicious irony about the brick Mrs Williams, her bound volume of the 1976 Education Act under her arm, championing the parents' right to choose (in this case a grammar school), while the Tory i.e. goes to the stroke for the comprehensive principle.

There is, inevitably, much more to it than might appear on the surface. The parents view they are quite well-disposed to comprehensive schools, but want their son to go to the same school as his brothers. The authority says that this makes nonsense of their reorganization plans, and that they have dispatched 25 other "similar" children to the comprehensive school. All these fell into line, with or without demerit, while only one family stuck out to the point of keeping the child away from school until foreing a decision out of the Secretary of State. Had all 26 appealed to the Secretary of State her decision would almost certainly have been different. Why, asks the i.e., should the lano protester get away with it, while the 26 who go

# A trend is a trend . . .

The reiterations of Mr. R. W. Baldwin's Black Paper article comparing the examination successes of the grammar/modern sector with those of the reorganized sector of secondary education look like continuing. Aristides (back page) points out that by concentrating heavily on the attempt to discount creonism in the comprehensives, Mr Baldwin made less capital than he ought have done with the trend for 1971 and 1975 the percentage passing five or more O levels has gone down each year (from 18.65 to 17.14). All the decline has been in the maintained sector—the independent and direct grant schools

# Letters to the Editor

## Not educating English gentry

Unless we insist that a certain number of black and brown students must be admitted in the first year at Harvard, Yale, CUNY, or what have you, we continue to perpetuate the wrongs of the system which the sixties to City College, black and Puerto Rican students, and out on the grounds that they had inadequate preparation. Thus, the openings at the professional schools for law, medicine, education, naturally went to the white graduates of the college.

Professor Wagner invents a fact so that he can take a swipe at the children of immigrants and the children of the poor. We often have children of middle-class or professional families who take advantage of the high calibre of the faculty.

Many of our students can do calculus but write rudimentary English. They have the capacity to become first-class engineers and scientists. We have students whose previous education was often hampered by poverty and difficult environments. Many of them, in order to survive, must work part or full-time. They are often talented, intelligent, and hungry for education—or always the education of Western culture in their own culture.

The only reason to deny these people the privilege of higher education is that their background is different from that of the applicant to Oxford. In brief, they are less well prepared for formal education. "quota systems" are used at CUNY. It is inaccurate. They are not. But perhaps they should have been and should be. H. E. W. Secretary Callaghan has stated that the only way racial injustices will be reduced in America is through a quota system in higher education.

# Sixth forms of at least 140, says DES

continued from page 1

of local authorities, including some which have quite a long way towards regularisation. In 1976, are becoming concerned about the prospects for their 16 to 18-year-olds and have set up working parties to review the provision made for them.

The standards, however, are likely to loom larger for the teachers' organisations. The Independent Association has been quick to take the field. Its policy statement, dated 16, is firmly for sixth forms in schools where possible, and lays emphasis on the possibility of cooperation, shared resources, and linked courses. "In view of the expected expansion of demand for kinds of post-16 education, those schools offering education for students aged 16-19 should continue to discharge this function."

The heads question the costing, the educational advantages and the proposed convenience of separating education, and a withering criticism towards older pupils, and "being a sixth form when school rolls are already falling fast in the 16-18 age groups would, according to Mr A. R. Barnes, head of Woodford School, Kirkby, and secretary of the National Association of Headmasters, be a management problem there are many HMA members who might stand to lose their sixth form on the DES criteria. The association has, however, undertaken its own studies which produced figures for a viable sixth form of between 78 and 111.

The association's statisticians are, though somewhat divided. Many sixth-form enligne principals are members of the HMA, and if more colleges were set up, HMA members might expect to be prime candidates for headships.

The same state of uncertainty afflicts other teachers' organisations whose members are concentrated at the top end of secondary schools. It seems probable, for example, that the attitude of the Assistant Masters will depend on whether sixth-form work is to be mainly in schools or mainly under FE regulations, and if under FE regulations how far the National Association of Teachers in Further and Higher Education (many of them redundant as the result of education closures) will fight for and succeed in establishing a claim to the teaching jobs. Pay and conditions of service under FE regulations are better than in schools.

It is rapidly becoming apparent that teachers who are qualified to teach sixth-formers will be competing for jobs in what has been described by Mr John Tomlinson, chief education officer for Cheshire, as "the last area of expansion of the English education system will see in our lifetime."

On the other hand, the National Union of Teachers is most strongly represented among younger children. The majority of them therefore stand to lose all contact with sixth-formers if sixth forms are hived off into separate establishments, particularly to FE.

A level subjects: the top 20

Arts	11,030
Classics	7,856
German	5,673
Religious knowledge	5,401
Domestic subjects	
Other science and vocational subjects	5,063
English economic history	4,948
Technical drawing	3,613
Music	3,571
Latin	2,614
Spanish	2,514
French	2,350
Among the other subjects, 545 took metalwork (2 girls, both passed), 621 woodwork (1 girl who failed), 610 Greek, 630 Russian, and 848 Italian.	

# ENGLISH & THINKING a new subject

The main purpose of language skill is to communicate and to express one's thinking. It makes a lot of sense to develop thinking skills along with language skills.

Fortunately the style of teaching used in English departments is very suitable for the teaching of the CoRT Thinking lessons, which provide a simple, basic framework for the direct teaching of thinking as a skill. The lessons can provide the content around which both written and oral language skills can be developed. The thinking processes can also be applied quite easily to literature.

Communication without something to communicate is a vacuous exercise. The English essay has always been one of the few places in the curriculum that required the use of general thinking skills.

The CoRT programme is the most widely used programme in the world for the direct teaching of thinking skills. It was designed by Edward de Bono, who has experience of the sort of thinking required in industry, science and art.

Six basic packs of ten lessons each are now available from —

**Direct Education Services Ltd.**  
1, Alfred Street, Blandford Forum, Dorset DT11 7JJ.

# University no place for strikes

by Virginia Makins

Technicians at Birmingham University went back to work last week when the Association of Scientific, Technical and Managerial Staffs agreed to submit a six months' dispute to a panel of three mediators.

The long strike, which crippled the university's computer centre, was a case about an agreement on holidays, drawn up between universities and unions in 1974. Birmingham considered the technicians were due for 30 days' holiday: ASTMS said 35.

Mr Olive Jenkins, the ASTMS general secretary, gives his view of the dispute, and the universities' approach to industrial relations, on page two.

Both Birmingham University and the Universities Committee for Non-teaching Staffs, which negotiates with the unions, feel aggrieved as the two ASTMS has taken over the dispute. Mr Ron Hayward, secretary of UGNS, said: "We believe industrial relations have no place in institutions of learning."

"We set up this machinery to do the job jointly with the unions. If we can't settle our differences around the table they should be put to a third party." The committee was prepared to submit the dispute over the holidays agreement to arbitration in 1975.

Mr Maurice Chesecwright, information officer at Birmingham University, says that Mr Jenkins' specific allegations about the university's handling of the dispute were "typical Jenkins' sophistry".

Heads of department were never instructed to not to recommend strikers for annual increments. Recommendations for increments were normally made in March, and heads of department asked for guidance what to do about strikers who had been absent for six months. The university had told them to wait.

"There was nothing sinister in this: if anything, it was done to defend the rights of the strikers."

Now that the technicians are back at work, recommendations will go forward "probably in all cases a normal increment will be recommended".

There had been a suggestion at one stage that technicians who had been on strike for six months should lose six days of their annual holiday. The university has now agreed they should have their full entitlement.



Under concrete: Children from Sutton-on-Trent primary school, Nottinghamshire, play in a concrete Bedouin tent. It was given to them by a local company.

# Belfast vote to keep selection

The Belfast Education Board has voted to keep its selection of secondary schools. The board rejected a proposal to go to a grammar school system over the objections of the parents' organization.

The committee's report on the reactions of the school management to the proposal was that "the proposal for the secondary schools' acceptance of a comprehensive system, although in the case of some reserves, was not opposed".

The three grammar schools in the area, which were set up in 1967, have kept their status. The board also decided to keep the primary school system.

Mr Williams has now ruled that the proposal was "unreasonable" if it meant the closure of the grammar schools. He said the board would not go to a grammar school system.

# 'Tameside in reverse': minister challenged on pro-grammar ruling

Cheshire county council may take the Education Secretary, Mrs Shirley Williams, to court following her ruling that a 12-year-old boy must be allowed to go to a grammar school against his parents' wishes.

Last year the education committee ruled that Richard Wilkinson should go to Tarporley High School near Chester, his local comprehensive. A challenge was made by the parents.

Mr Maynard said the issue at stake was the comprehensive principle. He would not understand how Mrs Williams could compel L.E.A.s to go comprehensive on the one hand, and make a decision like the one on Richard Wilkinson on the other.

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# Staff cuts may end school dinners

State school head teachers warned the Education Secretary, Mrs Shirley Williams, this week that they would be forced to close their schools during lunch hours.

Some heads have already given official notice to their local authorities that the safety and supervision of children at lunch-time can no longer be guaranteed.

The 15,000 strong National Association of Head Teachers said in a statement that the closures will be caused by cuts in the number of school meals supervisors and a ban on free meals for teachers.

The National Union of Teachers and the National Association of Schoolmasters' Union of Women Teachers have advised their members to end voluntary supervision of dinner tables when manpower cuts are made.

# Kingston still defiant

The one education authority in England and Wales with no non-comprehensive schools in all-Kingston-upon-Thames is still Mr Williams, the Education Secretary, says.

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# New safety regulations a 'minefield for unwary'

New regulations introduced under the Health and Safety at Work Act "a veritable minefield to the naive and unwary", says Mr Peter Burgess in Education in Science.

They could mean "eight to 10 teachers taking time off—all at the same time—for safety committee meetings".

Mr Burgess, who is the association's safety committee chairman, says that a national advisory committee is urgently needed to sort out the uncertainties surrounding the workings of the safety committees, which are to be set up in workplaces next year.

The problem of attempting to cover such massive absences from the classroom does not need spelling out. On the other hand, to elect a school safety committee to meet without teacher representatives is unthinkable.

Safety representatives could only be appointed by trade unions. This means they would not necessarily have any experience of laboratories or workshops.

He is also concerned about the powers conferred on non-teaching staff representatives. They would be able to make inspections after accidents and question staff and pupils. "This raises the problem of the legal status and protocol of minora."

Non-teachers would also be able to inspect and comment on the safety of teaching methods. The NUT also wants a safety advisory committee, but not for the same reasons. It should, they say, keep watch and advise on the types of hazards likely to arise in schools.

# Meanwhile, back in Tameside...

Meanwhile, back in Tameside... The education authority has been discriminating against girls in the selection of pupils for grammar schools, according to reports of an investigation by the Equal Opportunities Commission.

The results of the six-month investigation are contained in a 34-page report which, according to newspaper reports, criticizes the way comprehensive school systems have developed in England and Wales, and in particular the unfair bias against girls in Tameside.

The commission, which this week issued its report, has apparently found that the original selective system based on the former Labour council failed to change it, was not discriminatory, but that the temporary arrangements brought in by the Conservatives when they were elected in May last year did discriminate and were unlawful.

# College closures mean North misses out

Colleges in the North of England—this area of the most educationally deprived areas of England and Wales—will be the ones to suffer most in the Government's planned cuts in teacher training.

The argument comes in a collection of papers just published by the Northumberland College of Higher Education. The papers, by Professor J. W. Halsey, of the University of Oxford, say more money should be spent on education in the depressed area. They claim that poor housing and unemployment in the North has undermined its educational progress.

Cuts in teacher education and concentrating it in urban polytechnics would further damage what was an already disadvantaged sector. "They will severely impede the equality of opportunity."

# Adult council to be set up

Adult educationists this week gave a qualified welcome to the Government's announcement that an advisory council for adult and continuing education is to be set up.

The declaration of intent which was made by Mrs Williams, the Education Secretary, to the House of Commons last week, follows four years of heated debate about the merits of such a body. The council was first proposed in the Russell report.

The Government proposes that it should consist of 20 members, including a chairman appointed by Mrs Williams. The membership would be drawn from the main interests in adult education, including the NIAR, said this week: "We welcome the announcement as a statement of intent. Now we are in a position to negotiate something further and the proposals are a promising beginning."

# L.e.a. pulls out of core project

Kirklees has withdrawn from the pilot common core curriculum project started at the end of last year by Her Majesty's Inspectorate. The five remaining authorities are Cheshire, Hampshire, Lancashire, Nottinghamshire and Wigan.

The three-year project was set up under HMI Mr Roy Wake to see if groups of schools could develop acceptable common cores. HM Inspectorate take part in inter-school discussions as well as carrying out surveys and visiting the schools involved in the project.

About six to eight schools are expected to volunteer to take part in each authority. In Lancashire 24 schools are involved. Mr E. T. Butcher, director of education for Kirklees, said this week there had been no lack of interest in Kirklees but they had decided they had enough on their plate already.

# Union to fight for Oxon jobs

The National Union of Teachers' action committee has decided to back militant action by teachers in Oxfordshire where more than 400 teaching posts are to be lost.

The committee took the decision at Eastbourne on the eve of the opening of the annual conference. The county said this week that one of the effects of the £4.8m cut in education spending would be the loss of 464 jobs, but a "windfall" of £250,000 would now slightly reduce that number.

The precise impact of the £250,000 is not yet known but if all of it were used in the current year it would pay for 80 teachers jobs. The county recently discovered that a nationally agreed teachers' pay award would cost less than expected.

# Maths bias

A first degree designed to ease the shortage of mathematics teachers will start at the University of Manchester Institute of Science and Technology next October. The degree—a B.Sc. in mathematics and education—will be taught jointly by the UMIST mathematics department and the university's department of education.

A head of department in a college of art in the West Country told me last week that he greatly regretted the decision of an increasing number of male colleges in the Universities of Oxford and Cambridge to admit women. There was no trace of male chauvinism in his view, rather, he believed that Oxford and Cambridge, uncorrupted by the pillars of stability, or ceremonial points, in the swirl and whirl of late twentieth century social change, he compared them to the monarchy.

There is no doubt that for many, who may have little or no connection with them, as well as for their own alumni, the two ancient English universities do represent an ideal of educational excellence. What is less clear, and what I should perhaps note first, is that the quality of the education they offer is less clear. And we should, perhaps, note that to Scots Oxford and Cambridge have less, or no, significance.

PERSONAL COLUMN  
Gerry Fowler  
Murdering the Oxbridge myth

Next week  
Special advertisement supplement on Britain's leading school music specialists  
The Music Shop

# Dishonesty on all sides about cuts - new president

Mr John Gray, new president of the National Union of Teachers, accused central and local government of dishonesty this week.

Mr Gray told the annual conference of the NUT in Eastbourne that one of the greatest difficulties facing the union was the "collective dishonesty of government, both local and national."

"Never have so many local Conservatives rallied so enthusiastically in the name of a Labour government as they have over the matter of cuts in public spending," he said. "It was dishonest of the Government to say that there was enough money in the rate support grant to allow for the employment two years ago of all college education leavers, or for maintenance of staffing ratios last year, or for the employment of 2,000 teachers this year to cover in-service training. It was dishonest, he said, because the Government knew that local authorities would react to cuts in grants by diverting this money to other ends. "Our political leaders could help remedy" to cure the nation's economic ills by cutting spending on education. "If those who propose the cuts were satisfied that all is well with education today and there is room for economy, I could understand their reasoning. But the reverse is true.

"These are the very people who say that all is not well; we need improvements, so we shall spend less money to achieve these improvements. As the price of books and materials rises we shall reduce the amount of money available to buy them."

Examples of local authority irresponsibility were legion, he said, but he singled out Buckinghamshire as a "startling example."

"In addition to the crippling cuts they are proposing for education, they have taken the advice of their experts on roads and they have ignored it. They have been warned that bad weather could in the future cost them £5m in repairs if they neglect the roads now. In the face of this information they gamble on the English climate and make the cuts in road masters will gamble on the English weather - what chance have we when they come to gamble on children's lives and the educational future of the country?"

Local and national government played the game of passing the buck, Mr Gray said. "If money included in the rate support grant for one clear reason is used by local authorities for a different purpose we are one step closer to specific grants."

"The union would not oppose specific grants as we understand them, particularly if they were applied as percentage grants, but if this year it is to service education next year it may be maintenance of existing numbers, and the year after it will be something else."

"If local government will not heed the warnings it will not be long before education is a national service totally. Local government will be destroyed and education will again be the loser.

"Closer involvement, not more remote control, is the means by

which we will achieve a service which matches the wishes of the public."

Mr Gray hit out at Hughie Green, the television entertainer, for remarks made at the time of the Balcombe Street siege last year. Mr Green was reported to have deplored the fact that such things happened. But what could he expect with all the emphasis on comprehensive schools, he was reported to have asked.

"How remarkable," Mr Gray said. "At the time, the police had no real idea of the identity of the gunmen, nor indeed of the numbers involved. Hughie Green apparently knew which schools they had attended. The power of the television quizzist."

Mr Gray said the British seemed to enjoy failure and were frightened by it. What was needed was an upsurge of confidence. Teachers could help; they were probably restoring confidence already to a greater extent than any other group.

"Our political leaders could help. They would need to start by having confidence in themselves and then by giving a positive lead."

Above all, the media could help. What a refreshing change if we opened our newspapers or switched on to see good news for a change."

The recent BBC 1 television programme on Parosdy School in West London was a good example of distortion, he said. "We were not told that the school was a social priority school nor that two of the teachers shown were in their first term of teaching. The more successful the lesson the less we were shown."

Industrialists would be welcome in many schools to find out what actually went on in them, he said, rather than rely on prejudiced reports to which the media subjected us.

Mr Gray attacked the Department of Education's attempts to find cheaper ways of providing education. He said open-plan primary schools were promulgated because it was cheaper to build them than to provide schools with interior walls. This was a clear example of finding a financial solution and then devising an educational one to fit it.

"Because some cost effective experts see the sixth-form college as the means of reducing or eliminating non-viable sixth-form groups, we see a DES move in their direction and amidst the debate we must remember the two meanings of the word 'cheaper'. We shall then see them for what in some cases they seem to be - a means of eroding further the possible effectiveness of the comprehensive school."

Mr Gray thanked the Government and local authorities for uniting the teaching profession. Faced with cuts in spending, teachers in various unions had come together to campaign against them.



Over the teacups—delegates go over things said and left unsaid.

## National Union of Teachers conference, Eastbourne

Reports by Stephen Cohen and Bert Lodge

### 'Blundering intruders' warned

Ministers, including the Prime Minister, and DES officials were criticized for their blundering intrusion into the education services in recent minutes by Mr Fred Jarvis, general secretary.

"The intrusion had damaged relations between government and teachers," Mr Jarvis told the conference in an hour-long speech which was interrupted three times by applause.

The first interruption came when he declared there were times when a teacher had the right to tell Ministers that he was the one to make decisions.

The second was when he said the best thing the Government could do for teachers would be to bring all class sizes down to 30. The third interruption — and the loudest applause — came when Mr Jarvis described Dr Rhodri Iwan Jones, Conservative spokesman on education, as a "shallow, irresponsible, publicity-seeking politician."

He also criticized the government for not waiting for the Warnock committee to report before passing legislation relating to handicapped children in ordinary schools. And he questioned the decision in the Devolution Bill to provide separate salary negotiations for Wales.

But he believed a worse fate awaited the education service if a Tory government were elected.

Mr Jarvis said the essence of professionalism was that there were matters where it should and does know best, why should he apathy be? "There are points at which the teacher is entitled as a professional to tell the layman that it is his job to know and decide," he said.

He felt relations began to deteriorate between the NUT and the DES when the extension of the Yellow Book was discovered. He did not blame the Education Secretary for it, but parts of it were deplorable. Teachers had never said that nobody else should have a say in what went on in schools. The intrusion was that they had allowed an expert to take a much more interventionist role in the education service.

He suspected the authors of the Williams book had also advised Mrs Williams when she gave what amounted to an ultimatum to the Schools Council. And the Schools Council might well be having a major hand in the shaping of the man to be published Green Paper which would establish guidelines for teachers.

Mr Williams ought to say what she had in mind, he said, to the Council when she said that the change in its relationship with DES need not be incompatible with the exercise of professional judgment by teachers.

"In my opinion professional teachers have never abused the freedom to which they have become accustomed."

Mr Jarvis criticized the Government for rejecting the idea of a standing commission on education representing major public interests — a little nobby "for education best, why should he apathy be how much better it would be for the Permanent Secretary to fly his

## Move to end 'dirty money' pay

The pay rises negotiated last month in the Burnham committee were ratified by the conference, despite the fact that the younger teachers were angry at the size of the settlement.

The executive memorandum on salaries was also approved. This pledged the union to support moves to return to free collective bargaining while continuing in back the social contract. Efforts to reject the memorandum and the social contract were heavily defeated.

The conference also approved a motion backed by the left-wing Rank and File and Socialist Teachers' Alliance groups which would have banned National Front or National Party supporters from the NUT, committed teachers to joining black defence groups and to eliminating all "racist and imperialist ideas" from school material.

The conference also rejected an amendment which would have cancelled the union's endorsement of racism. Instead it passed an amendment moved by Mr Brian Latham, of Manchester, which emphasized that the NUT's role in combating racism must be educational.

Amid noisy interruptions from following delegates, Mr Max Morris, executive member, said the following resolutions carried would split the union from top to bottom.

Mr Morris reminded the conference that he was head of one of the largest multi-racial schools in the country.

Racism was an extremely sensitive issue. "It's a minefield where there could be explosions in the schools."

The motions could lead to sectarian political tests for union members, Mr Morris warned. It had happened those who were shouting most now would be the first to be kicked out.

Proposing the motion, Miss Betty Hunter, said the National Front in-



Colin Vaughan: benefit in staff.



Colin Yardley: stability achieved.

delegated schools which were said to be a stigma. Mr Christopher Botton, proposer of the amendment, said a teacher's task became harder if a school was labelled as a social problem.

Mr Colin Vaughan, also from Westmoreland, said the allowances did nothing to help children although they did benefit staff.

Mr Colin Yardley, Greenwlch, said the allowances had helped to improve the ability of staff. The most important resource was an experienced and stable teaching staff.

Mr Miss Frances Roberts, from Westmoreland, said the present system was unfair and divisive.

Mr Max Morris, executive, said so other issues has divided the union as much as this one. The opposing points of view with the money away from those who would be paid but there would be no money for the schools which would be left.

Mr Ian Gunn, north London, said he was shocked at the executive's cowardly, evasive and disingenuous motion.

"What could be more divisive than a school where some teachers get the allowance and others who come in in the future do not?" There are 57,000 teachers, in 3,400 schools who receive the allowances.

## Young teachers fail to halt pay deal

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## Ban on National Front defeated

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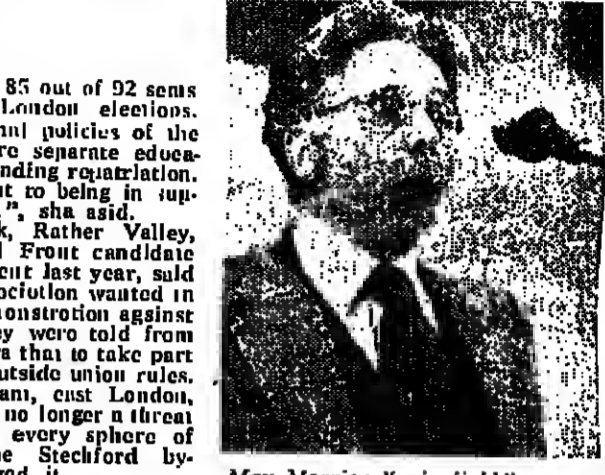
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Max Morris: "minefield".

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## Switch to postal vote a 'victory for commonsense'

Postal ballots will be introduced in elections for officials of the National Union of Teachers' 560 local associations. Delegates to the union's annual conference will also be chosen by postal vote.

The rule changes, which will come into effect from the start of next year, were bitterly opposed by many speakers from both the right and left wings. The proposal to alter the rules was rowed in the TES last week. They were tucked away in the executive's annual report and had received almost no publicity. Mr Richard Wilcocks, Wetherby and district, said the TES should be praised for "digging up this controversial paragraph."

It was a controversial issue which had never been properly debated, nor discussed by the union, he said. In general elections, people entitled to vote were not expected to sit in their armchairs and RH in a voting paper which just dropped on their doormat. They were expected to make the effort to reach a polling station.

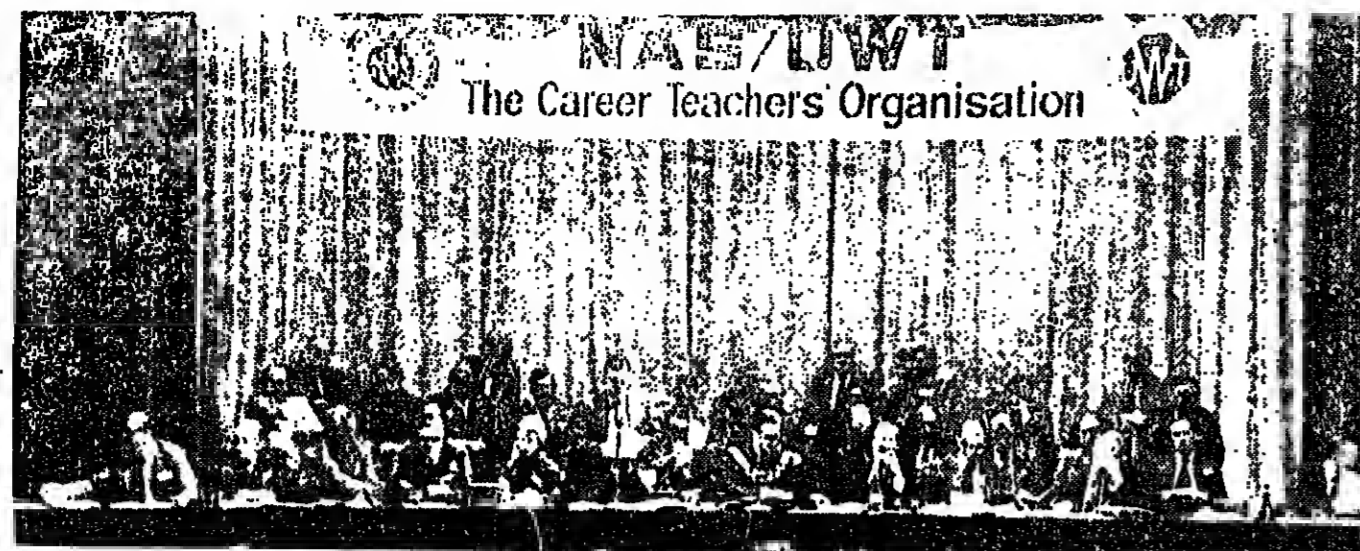
"If someone prefers Stersky and Huch to Thatcher and Callaghan sad can't be bothered to lift himself out of the cushions to make his mark, why should he apathy be persuaded to?"

"A vote cast for just a name on a piece of paper without reference to argument at all is a vote cast at worst a fraction of a vote cast at a meeting where all the candidates for election have had a chance to say their piece, where faces can be fitted to names and where voters have participated at first hand in the process of decision making. In this way, a vote cast on the basis of rumour, hearsay or personal prejudice is far less likely."

Mr John Emerson, Lambeth, said local associations would be severely restricted by the new rules. Other rules were not mandatory and he saw no reason why this one should be.

Mr Tony Bullivant, Sheffield, said the changes did not amount to dictation. It was an insult to suggest that members were apathetic if they did not go to a meeting. Mr Colin Yardley, Greenwlch, said the changes would bring about the mass participation. Members have a right not to attend meetings, but they pay subscriptions, and they

Torquay, NAS-UWT conference. Bert Lodge reports



# Scorn poured on big brother

Britain's biggest teacher union was to blame for the failure of teachers to better their status and conditions at the annual conference of the National Association of Schoolmasters-Union of Women Teachers... Without mentioning the union by name, Mr Bernard Farrell, incoming president, condemned its domination...

## 'Shirley's sheriffs' keep watch

Members of the NAS-UWT met as 'Shirley's sheriffs' in Torquay... Mr Joe Boone, Bolton, said it was time "to stop paying about" to cover teachers' salaries...

## Call to isolate classroom thugs

Some pupils were so disruptive that they had had to be excluded from special exclusion centres, Miss Easha Codking, a Leeds supply teacher, told the conference.

Moving a resolution for the establishment of special centres for disruptive pupils, the told of one boy who had escaped from a reprimand from a teacher by leaping from a first floor window.

Some parents implied that teachers were to blame for the indiscipline and some local authorities and even some heads did not back their teachers. It was urgent that authorities should provide centres to meet the special needs of these children.

Mr Eric Grimley, principal teacher of Rose Hill Assessment Centre, Macclesfield, said such pupils needed a teacher-pupil ratio of 1:2 or even 1:1. They would not improve if left in normal school conditions.

Five or six years ago the NAS had tried to alert the public to the growing problem of violence but they had met a blank of indifference. It drew attention to the unreasonable strain it put on teachers.

There had, however, been some reaction from I.E.S.s. In Inner London there were now 72 special education units. Others had been established in Sunderland, Gateshead and Newcastle.

## Accountable, but keeping the upper hand

The conference passed a resolution welcoming the current interest in education in the form of the Great Debate but emphasised that the system should be supervised by pricing members of the teaching profession.

## Research into Teacher Education conference

The Government's commitment of 20 per cent of teacher training places to in-service training was more ambitious than any other country had attempted... Mr Porter said he had been in contact with officials from other countries and would be reporting back to the committee for research into teacher education next week.

## Careless drivers no longer reported

Reports of teachers' traffic offences will no longer be logged at the Police Station, said Mr Walter Dyer, a Newcastle Comprehensive teacher.

## Study to investigate sectarian schooling

A major study of the effects of denominational and interdenominational schooling is to be carried out next year by the Irish School of Economics.

## Irish diary

Association of Post-Primary Teachers of Ireland - but, apart from holding an annual conference, it seems to have little function, and does not take part in any trade union-type activities.

# Food for new thoughts on malnutrition

We all, of course, remember the time not so long ago when we were all supposed to be scared stiff by the prospect that the world would soon succumb to hunger and starvation.

For weeks afterwards, the news-papers were full of the news that supplies of food were short and that the world would soon be in a state of famine. Hand-wringing was particularly conspicuous about what people called the protein gap—the difference between what was supposed to be the average person's need of protein and the amount of protein actually contained in food.

There were, of course, also reports of the protein gap in the United States. In the Metropolitans, the protein gap was 25 per cent up on the previous year. "People are killing for the sake of killing. Violence is a cult. Rape is for more report and condemnation in the courts. No one is immune. Nowhere is safe. This is the society in which we are bringing up and educating our children."

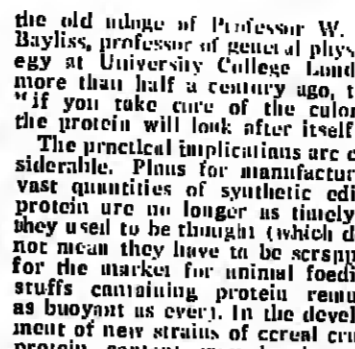
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## Science diary

by John Maddox

There are lessons in this for all of us, but for professional nutritionists in particular. Nobody at this stage would be able accurately to calculate how much protein is contained in the average diet.

Although within the nutritionalists have done is represented by hardware but by software, the consequences are exactly comparable. It is another proof that all scientific disciplines must be exceedingly clmy of allowing their skills to be exploited by others.



Needle—a better understanding of disease like kwashiorkor.

the old adage of Professor W. W. Bayliss, professor of general physiology at University College London, more than half a century ago, that "if you take care of your calories the protein will look after itself."

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**THE 16+ INQUIRY REPORT**

The 16+ Inquiry Report is now out of stock. The Times Educational Supplement must regret that, for reasons of cost, it cannot be reprinted again.

Mark Webster reports on how an ambitious French scheme for lifelong learning is running into difficulties

# Not so permanent education

PARIS The National Education Federation (FEN) which represents over half a million teachers listed adult education as a top priority when it published its plan for education. The FEN demanded the right for each employee to take two years of post-school education at some time in his working life.

It is a demand that is likely to go unheeded, judging from the lack of response by the government following the fifth anniversary of the law governing education continue out professionnelle. The law, passed in 1971, made provision for workers from all walks of life to follow courses aimed at improving their social position or bettering their chances of a job.

The law had a double objective: to allow the expression of personal aspirations and to answer the needs of the employer and the labour market. The cash for the scheme will come from an obligatory contribution from each employer equal to 1 per cent of his total wages bill plus government aid. Anything the employer does not spend on his own employees goes into a central fund.

Initially, the idea was greeted with enthusiasm by unions and employers but cracks are showing in the operation which the government is proving slow to repair. The amount of money coming from industry has stagnated and ineffectiveness in the application of the scheme to different types of worker have not been sorted out. The situation had resulted in growing cynicism from the workers and discontent from the unions.

The idea was first proposed after the last war but it was not until 1966 that a system was agreed in principle and the law was passed in 1971. The intention was to see the employer's contribution gradually increasing from 1 per cent of their wage bill to 2 per cent by 1976. In fact, the figure reached 1.63 per cent in 1974 and went down slightly the following year.

Nonetheless, the number of workers benefiting from the scheme

grew from 1,470,000 in 1972 to 1,770,000 (17 per cent of the active population) in 1974. Over the same period, the state's contribution went up from 1.4 thousand million francs to 2.8 thousand million francs.

The government takes heart from the results of an opinion poll in which showed that four out of five French people were aware of their right to leave of absence for further training. One in eight said they had taken advantage of the opportunity.

But the rosy picture suffered a subtle erosion after the Seventh Plan relegated the post-school education of adults to second place, giving No 1 priority in funding work for school leavers. It maintained its importance only because it was seen as a potential answer to growing unemployment.

The situation is especially grim for the job-seeker. Only 3 in 5 per cent of those looking for work have been able to qualify for some sort of training scheme, which is 164,000 out of a total of 2,600,000 requests for work registered last year.

Part of the blame is put on the shoulders of public bodies which organize many of the training courses. Organizations like the Association Nationale pour la Formation Professionnelle des Adultes (ANPA), founded 30 years ago, receive 80 per cent of public funds for adult education but provide only 65 per cent of the training. In 1975, ANPA took on 65,000 stagiaires from 230 different jobs.

The biggest problem is finance. The combined contribution from state and employers topped 8,000m francs last year but the unions are far from satisfied. They want a new law making it easier for a worker to take paid leave of absence for a training course.

The public sector is relatively badly off compared with private industry. For example, only primary school teachers and those in certain branches of technical education are entitled to the measure provisions which are on a course.

Workers in small businesses are



Paid leave for workers such as this is becoming rarer.

also in a bad position because of a regulation limiting the percentage of staff following courses to 2 per cent at any one time. This means that firms employing between 10 and 49 employees use only 0.6 per cent of the money they must spend on their own employees while a firm with over 2,000 employees spends on average 2.57 per cent of its annual wage bill on such training.

An agreement was signed last year between the employers' federation (CNPF) and some of the unions. The main provisions make the employer responsible for paying expenses (lodging, transport, etc) for courses totalling less than 500 hours, plus the wages for the first 16 weeks. On courses lasting longer than 500 hours the employer agrees to pay 12 1/2 weeks' wages but no expenses.

The two biggest union confederations, the CGT and the CFTD, refuse to have anything to do with the agreement which they considered draconian. Their main complaint rests on the fact that the number of manual workers hoping to obtain a professional qualification has dwindled because the average training course lasts twice as long as their maximum wage entitlement.

In addition to the other disparities, the worker in a small firm is far less likely to follow a training course than his colleague in a big company. In firms with under 50 employees only 51 per cent qualify for courses whereas in those with over 2,000 employees 30 per cent have benefited.

# Twice as many staff jobless predicted

by David Dingworth

West Germany's teachers' trade union, the Gewerkschaft Erziehung und Wissenschaft (GEW), expects next September's figure of 5,250 unemployed teachers to almost double to about 10,000 this year. Another 20,000 are likely to be on short-time.

To prevent the jobless total rising still further most Länder use increasing the number of temporary appointments made in new entrants to the profession. These run for a maximum of three years and usually offer only half or two-thirds of the normal weekly number of teaching hours with correspondingly lower salaries.

They do not, of course, carry the very attractive conditions of service which the majority of teachers in the Federal Republic enjoy as Beamte (civil servants), nor have any of the seniorities promised to find permanent posts for those teachers when their temporary contracts expire.

Such expedients have been severely criticized by the teachers' representatives. So far only one suggestion has received cabinet approval. The state government of Rheinland-Pfalz is proposing to allow Beamte to apply for leave of absence for up to six years during which time they may take up part-time teaching jobs on a pro rata salary basis. This service will be positionable and at the end of the period they will resume their permanent appointments.

It is felt that many other measures are still to be taken to advance the cause of the arrangement and this will open up vacancies for training college graduates.

The problem of teacher unemployment is basically an economic one and the teachers' organizations variety of ideas for easing the situation. Several of these have proved highly controversial, even within their own ranks.

Herr Clemens Christing, president of the German Teachers' Association, has urged that employers should give in the public sector pay increases for 1977 in order to provide more jobs. This, he claims, would result in an annual saving of DM 1,600m (nearly £400m) which he estimates would be enough to cover the cost of 35,000 additional jobs.

A more complicated scheme has been advanced by the Bavarian Women Teachers' Association. It would require particularly unfavourable classes containing more than 35 pupils and over 10 children are being taught in them. To make places available for such qualified teachers new schools would spend 10 hours a week teaching and 18 hours attending parents and practical demonstrations in their first year.

In the second year the teachers would be 16 hours and in the third 18 hours. Instead of the present monthly salary of DM2,100 (about £600) per month they would earn between 30 per cent and 84 per cent of that amount. The Bavarian Ministry of Education has raised several objections to this scheme both on legal and practical grounds.

The GEW has put forward a comprehensive set of proposals which include the regulation of the German trade unions. Its president, Herr Ulrich Preiser, maintains that most Länder have sufficient resources from last year's budgets to accept all qualified applicants for teaching posts. Additional funds for covering unemployment generally should be raised by higher rates on business profits, the removal of tax privileges enjoyed by farmers, and a defence expenditure and a supplementary income tax on any individual earning more than DM3,500 a month, says the union.

# Greek strikers go back

from Mario Modiano

A 30-day strike by state secondary school teachers has ended in victory for the government.

The Federation of Secondary School Teachers agreed to end the strike after a government promise that their pay claim would be included in new uniform pay scales for civil servants which will come into effect next January.

The government also promised to grant all civil servants overtime pay after July 1. This would be incorporated in the pay-scale increases. Those offers were substantially the same as the Government made when the strike began on March 2.

During the strike 90 per cent of the 1,200 state secondary schools in Greece, which employ 15,000 teachers to educate 500,000 pupils, were closed.

The state teachers claimed that they received less than their share of the state budget for salaries paid to civil servants. Salaries of secondary school teachers range between £2,600 and £3,720 (after 10 years' service). The Ministry of Education said that if the government gave in to these demands, the plan for a uniform pay scale for civil servants would have been through as other groups would have been encouraged to press their demands by strike action.

Meanwhile, a strike of teachers in private schools which began on March 7 was still continuing. It was in support of a demand that their employment should be on a permanent basis, not on a three-year contract as hitherto. The private school owners have rejected this demand.

The Union of Private-School Teachers lost its case when the Special Administrative Tribunal ruled that it would be unconstitutional to deny business such as private schools the right to hire or dismiss personnel. The Ministry of Education told

the strikers that if they returned to their classrooms, it was willing to grant them guaranteed state employment. If the private school where they worked closed down, private school owners had threatened to replace the strikers with the hundreds of graduates of state training colleges who remain unemployed.

# ... And in Spain, too

from James Connell

Spanish contract school teachers after their 30-week strike (TES March 11), the highest and most acrimonious to date, have now returned to work, having reached an uneasy truce with the Education Ministry. The teachers, who are on yearly contracts and who staff most of Spain's school system, extracted few concessions.

Most of these concerns the long-standing complaint about their security. The education authorities agreed in principle to guarantee the number of permanent jobs equal to the number of contract teachers in state employ over the next five years. Access to these posts will be through examinations tailored to service teachers and to which experience and years of service will be taken into account. This, it was argued, will give the contract teachers a head start over other candidates.

The content and timing of the examinations will be decided by a special commission on which representatives of the teachers will sit alongside members of the powerful "Asociacion de Profesores de Enseñanza Secundaria" (A.P.E.S.), the tenured teachers' organization. Interest is likely to be conflicting.

# Competition banned after 'rigged' marks

by John Dunstan

Mr Prukofiev, the Soviet Minister of Education, has just issued a circular outlawing academic competition within Soviet schools and forbidding the use of the average rate of pupils' attainments as an index for evaluating the school's performance.

In the Soviet Union children's work is assessed on a five-point scale with three as satisfactory. In keeping with the Soviet practice of setting planned targets, the education authorities have in the past laid stress on the steady improvement of pupils' achievement as reflected in their marks. These are used by head teachers as the basis of regular reports in local education offices, which have sometimes ranked their schools on such criteria.

According to Soviet press reports this has had many unfortunate consequences. Heads have evidently been under great pressure to paint as bright a picture as possible and in turn have pressurized staff to upgrade unsatisfactory pupils. Some education authorities have laid down norms of quality, defined as the percentage of pupils with four (good) and five (excellent), and teachers have felt obliged to push up marks accordingly.

This is now considered to be unfair to young people. They assume that their high marks at school secure success in the competitive entrance examinations to higher or secondary technical education. But if the marks are inflated, they are rightly let down. Such a practice brings schools into disrepute and so the majority of good and conscientious teachers come under suspicion. By the shortcomings of their less able colleagues are camouflaged.

These performance criteria, it is felt, cramp the curriculum in the thinking and methods of modern chemistry. In Stage I, pupils of 11 to 13 become familiar with practical work, supplemented by background reading from the Study sheets.

In Stage II, pupils are introduced to some of the central concerns of modern chemistry. In this part of the course they will have two books of their own to use — the Handbook for pupils and Chemists in the world. (Both these titles will be needed for Stage III as well.) They reflect the increased emphasis we have placed on the social and applied aspects of chemistry — maintaining our essential aim of 'education through chemistry'.

By the time pupils reach Stage III, their individual abilities and preferences will have become clear; and so we have introduced an element of choice — either to study a topic already covered in greater depth, or to try something new.

There are eleven Options in Revised Nuffield Chemistry. One of these, Geochemistry, is described in Teachers' guide III. The other ten come in the form of separate booklets. Pupils are expected to take two Options for the examination.

The ten titles are:

- 1 Water
- 2 Colloids
- 3 Drugs and medicines
- 4 Metals and alloys
- 5 Plastics
- 6 Change and decay
- 7 Periodicity, atomic structure, and bonding
- 8 The chemical industry
- 9 Analysis with a purpose
- 10 Historical topics

Each booklet is attractively designed and fully illustrated. A special emphasis has been laid on the relation of the work to everyday life.

Revised Nuffield Chemistry

Each booklet includes: an explanation of the main idea, written in a style to suit pupils working on their own; instructions for experiments, including a list of the apparatus and chemicals required (sometimes the instructions are precise, but at other times pupils are asked to make their own plans); general reading, about the applied, social, and historical aspects of chemistry, in the style of the original Background books; tables of data, to supplement, where necessary, the data section in the Handbook for pupils; questions and exercises to direct the pupils' thinking about the theory and experiments, and to encourage further library reading; review questions and essays, usually in the style which might be used in public examinations.

The booklets should make it easier for teachers to allow more individualized learning, with pupils in the same class making their own choice of Options. Equally, the booklets will be useful if the teacher chooses the Options, and all pupils do the same work.

The Options booklets are being published at the end of April by Longman Group Limited — Resources Unit, York.

Teachers' guide III (which contains the commentary on these ten Options and also a chapter on Option II Geochemistry, for which no pupils' book is provided) will be published by Longman Group Limited, Harlow, in Spring 1978.

Also to be published by Longman Group Limited, Harlow, are: Handbook for pupils, Chemists in the world, and Teachers' guide II. Experiment sheets II is already available, as are all the materials for Stage I of Revised Nuffield Chemistry: the Study sheets, Experiment sheets I, and Teachers' guide I.

# Grass-roots advisory body set up

from Dalbert Hallensteln

MORE than 70 per cent of Italy's million school employees voted last month to elect representatives to the first National Education Council. The council is part of an elaborate system, set up in 1974, to democratize the centralized Italy's monolithic school bureaucracy.

The National Education Council consists of 60 members elected from teachers, school workers, and administrators. A further 11 members will be appointed by the Education Ministry.

The council will advise the government and Education Ministry on all matters affecting education policy and personnel, and will offer suggestions for educational experimentation and reform. It will also act as a court of appeal in cases affecting staff discipline.

Last month, too, the election of Italy's new school district councils should have taken place for the first time, but were postponed until next autumn.

The school district councils, which will represent individual school communities of about 20,000 pupils, are perhaps the most important part of the 1974 reform. The councils will consist of elected representatives from all sections of each community, and will be chosen from the local industrial unions, the professions, agriculture, the business world and from the area's pupils, teachers and parents.

# Sweden

# More teachers 'go absent'

from Mike Duckenfield

STOCKHOLM On average one in eight teachers was absent from school last year compared with eight more than one in 11 five years ago, according to a recent report from the Central Statistics Bureau.

The bureau's annual spot check halfway through the second of the two school terms, less March, which is held to be a good indicator of yearly trends, showed that 12.4 per cent of Sweden's 122,600 teachers were away from work. In 1970, the figure was 9.8 per cent.

When sickness and pregnancy continued to account for most absences, the overall increase is mainly due to the rising number of teachers taking subsidized leave of absence to study or look after their young children.

Teachers' absence was the reason for 26 per cent of all absences. More than twice as many women were away from work as men. In addition, while 12 per cent of women absences were looking after children only 2 per cent of men were — despite recent government attempts to encourage men to share child care leave.

Men were markedly more prone to sickness. This accounted for 33 per cent of absences among men against only 25 per cent for women. They were also more likely to take leave for study (13 per cent compared to 11 per cent of all absences).

Absence among men tended to increase with age, rising from 6 per cent of under-25s to between 9 to 10 per cent of those in their thirties and forties and 10.2 per cent of over-55s.

# West Germany

# Twice as many staff jobless predicted

by David Dingworth

West Germany's teachers' trade union, the Gewerkschaft Erziehung und Wissenschaft (GEW), expects next September's figure of 5,250 unemployed teachers to almost double to about 10,000 this year. Another 20,000 are likely to be on short-time.

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It is felt that many other measures are still to be taken to advance the cause of the arrangement and this will open up vacancies for training college graduates.

The problem of teacher unemployment is basically an economic one and the teachers' organizations variety of ideas for easing the situation. Several of these have proved highly controversial, even within their own ranks.

# South African

# Spending on blacks continues to lag

In spite of increased expenditure on education for all races in recent years in South Africa and some major adjustments to remove racial disparities, the gap in the amount spent by the state on education of the various race groups remains. According to the latest figures given in Parliament, the per capita expenditure for African children in 1975 was R41, for coloured children R177, for Asians R230, and for whites R621. This applied to the following details: 1975 year: Africans, R39; coloured R125; Asians R170; whites R615.

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LETTERS

I saw Faraday launched into trouble

Sir.—The story of Faraday Comprehensive School is larger and longer than was implied in The TES (March 25). In many ways it is an ideal subject for study, showing how the early comprehensive dream can turn into something like a nightmare. Its very birth was forced. Faraday became comprehensive in 1961-62 in the then Borough of Acton. However, a reorganised school was fought to keep the nearby Acton Grammar School, and for a number of years the continuing existence of this rival put the pressure on the infant Faraday to justify itself in academic terms. Almost immediately Faraday started out on the same path as the type of school it was designated to replace. "New prebster must become old priest writ large."

After that maths job

Sir.—The readers might be interested in the number and position of applications for the job received for a post recently advertised in the TES. It was for a mathematics specialist (Scale 1) and teaching computer studies. I should receive 31 applications. They were: 15 non-graduates with special mathematics training; 2 graduate engineers; 12 graduates; 2 BEd graduating 1977. Most of the graduates were mathematics specialists who had completed studies in part or in addition to their graduate studies. This school is a co-former custom built, mixed, SPA, comprehensive school teaching the Mathematics Project through a mixed ability system of organised C. G. ADAMS, Headmaster, Slough School, Pooley Road, Newcastle upon Tyne.

No department

Sir.—Unfortunately, in the "When did you lose your education officer" (March 25), the impression is given that there is a secretary's department in Kent. In fact, the chief executive has no department. The county secretary has a department. It does not prepare the minutes of the education sub-committee, and I personally do not consider it expedient or cumbersome. It does, indeed, give very valuable, in fact essential, services to my department, and to the education committee itself, in a range of important affairs such as legal advice (a rapidly expanding field these days), specialist research and management services, public relations and procedural matters. W. H. PETTY, County education officer, Kent.

Myths amid the head baiters

Sir.—The latest scapegoats in the Great Debate seem to be the head and his senior colleagues who do not teach or, at best, do not teach as much as others think they should. The cry is that these "good teachers" have left the classroom and are now "administrating" and performing clerical work. Not only heads and senior teachers have left the classroom, but lecturers, advisers, H.M.s, and even eventually chief education officers. I am not so naive as to believe that educational administrators are engaged in trivial work. Nor would I be so objectionable as to suggest that they should quit their offices and help out in such hard pressed sections of their domain as the repairs branches. No, the situation as administrators will know, is much more complex. The present state of head baiting seems to be based on two current myths. The first that large schools have large hierarchies of non-teaching teachers—proportionately more than in smaller schools. Second, that the tasks which these perform are "administrative" and "clerical". Recently I examined the staffing and Burham points situation of three schools of about 800 pupils each and my own of 1,900 plus. This showed that the three had 133 Burham points a member of staff,

Gulf in comprehensives

Sir.—All practising teachers must surely take exception to the remarks made by certain headmasters, quoted in your article. "Top teachers say they don't waste time" (March 25). If Mr Stuart-Jervis were to teach for 34 periods a week, every week, across the ability range in a comprehensive, he would not claim that the safest and nicest place to be in is a classroom. Many classrooms are not nice, same are not entirely safe. Even more disturbing is the offensive statement of Mr Michael Marland: "You don't get £9,000 a year to stand in front of 30 pupils." This remark reveals a serious lack of appreciation of, even contempt for, those who still toil in the vineyard. It illustrates the gulf which has opened up in comprehensives between the ordinary teacher and the so-called "administrative team". How can a head lightly equate

What about secretaries?

Sir.—From your article on the suggestion that top teachers should spend less time on administrative work, one could be forgiven for assuming that school secretaries do a sporadic check on assorted school tasks currently under attack are in many cases those hardest hit by the pay policy. K. LAMBERT, 159 Monmouth Drive, Sutton Coldfield, West Midlands.

Unkind cut to over-16s

Sir.—Mr J. E. G. White (April 1) sets the absurd nature of the grants system for post-16 students. More and more local education authorities are cutting down on their discretionary expenditure. In Hampshire, for example, an unemployed youth of 19 who wishes to study for, say, an OND in technology or three A levels, will not only have to support himself financially for two years, but also pay next year's £150 tuition fees, express, etc. He will, however, receive more in unemployment or supplementary benefit by staying at home and doing nothing than if he had been given a minor award. The dilemma of the 17 is that if he is able to pay his college fees himself, he will be refused unemployment or supplementary benefit because, as a full-time student, he is no longer eligible for work. The dilemma of the 18 is that if he is unable to pay his college fees himself, he will be refused unemployment or supplementary benefit because he is not a full-time student. The dilemma of the 19 is that if he is unable to pay his college fees himself, he will be refused unemployment or supplementary benefit because he is not a full-time student. The dilemma of the 20 is that if he is unable to pay his college fees himself, he will be refused unemployment or supplementary benefit because he is not a full-time student.

Cream still goes to 'the best'

Sir.—Dorothy Davis's figures hardly support her contention that comprehensive schools in the County of Leicestershire are "holding their own" with the selective schools of the city. In each area, 12 per cent of pupils failed six or more O level or CSE (1) passes; in the county, 14 per cent more (seven against six), proceeded to degree courses in 1976. In the county, 25.6 per cent of the population belong to the social classes 1 and 2; in the city, only 15 per cent. This implies that the wide variation in exam pass rate between different grammar schools in the city, offers no better guarantee of academic success for the able, than the variation in exam pass rate between different grammar schools in the county. It is only grammar schools that two single-sex residential areas of Leicestershire, have for decades been regarded as the "best" in the city. These schools' parents have made their first choice, the cream of the top 6-10 per cent of the II plus group, leaving the rest of the II plus group to be shared between the other grammar schools. She quotes the results of that in a town, dilapidated, inconvenient building scheduled for replacement

children felt themselves at a disadvantage and not receiving an education tailored to their needs. The original intention of having about 1,500 pupils at Faraday was never revised, and when Acton and Southall became part of the Borough of Ealing, the spare places at Faraday were used to relieve pressure on the Southall schools by taking in considerable numbers of Indian and Pakistani children. The Faraday teachers, still trying to come to grips with existing difficulties, found themselves under further pressures, with new cultures, national characteristics and tensions to deal with. The organization of the school responded slowly and as inevitably with the West Indian pupils, and with the spare places at Faraday, the odd teacher to help with the odd English reader, little notice was given to the needs of these children. The educational justification for admitting the Indian and Pakistani pupils to nearly two hours' travelling each day across the borough to a school outside their neighbourhood and without sufficient numbers of special staff to deal with their language and cultural difficulties was, to say the least, questionable. There was little doubt that the arrangement was expedient rather than to serve the needs of the children and the school. Once this policy was adopted for the immigrant children it became fatally difficult to use to relieve pressure on the borough. Some parents across the borough became aware of Faraday waiting to take the leftovers from more favoured schools; Faraday still struggling to find its feet was not helped by receiving unwilling children from antagonistic homes. For the sake of the school and the children, this easy option of using surplus capacity to take the overflow from other areas should have been resisted. When the three boroughs were combined, only Acton Comprehensive education, though clear that soon, this system would be universal in the new Ealing. The authority had no wish to hear criticism of a school representing the system of education it was about to

Disaster when discipline holds sway

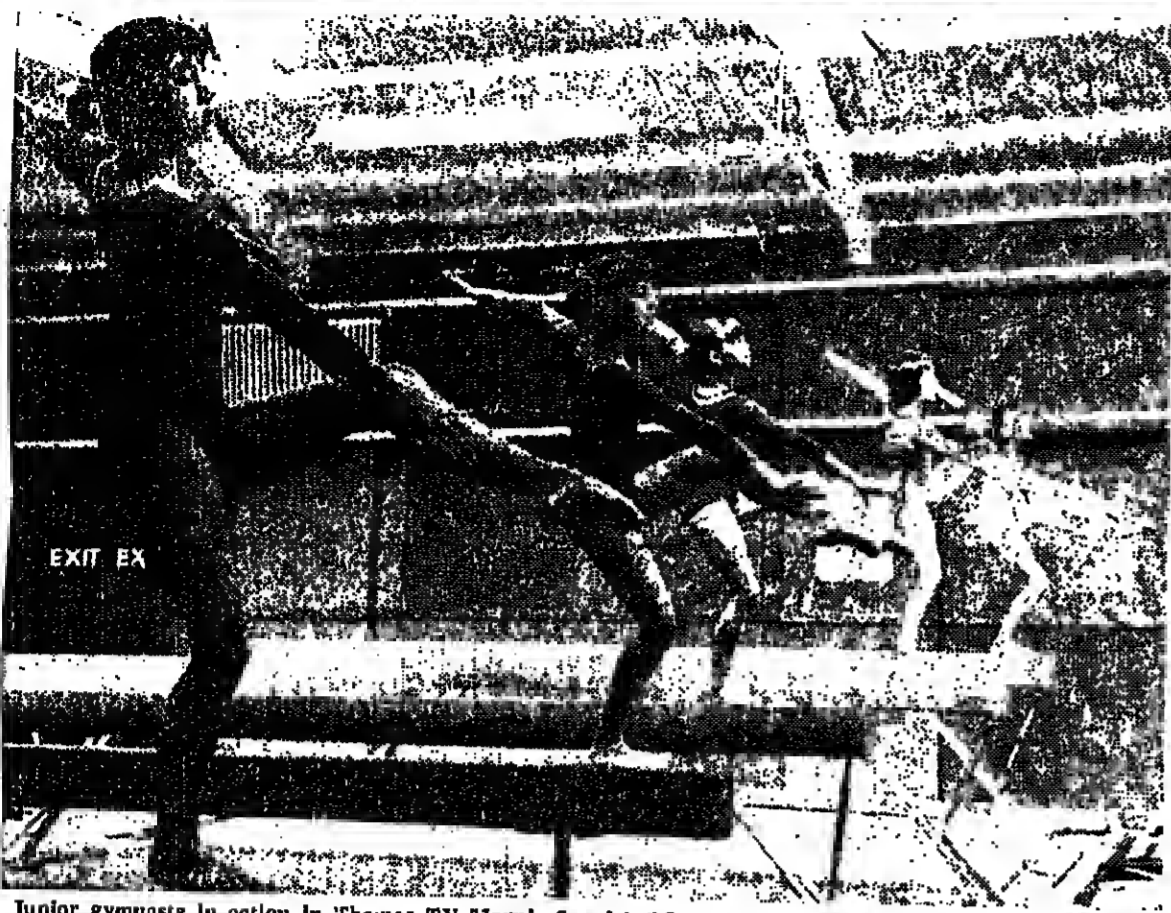
Sir.—Having heard and read condemnations of The Best Years? and the chaos it portrayed, I question the assumption, made by many educationists and parents, that schools must be institutions of discipline. Anyone making this assumption must be unaware of the possibilities of the relationship being built up by the teacher. If stress possibilities, because everything depends on both he and the children develop their relationship, whether he can persuade without resorting to the well-trodden path of hard discipline. Despite the impression given by Angela Pope, the great majority of teachers are basically disciplinarian. They can be put into two categories: first, those who believe in discipline for its own sake and are likely to resist their opinions against most odds; second, those "young teachers indoctrinated by the Plowden philosophy" in the words of the latest Black Paper, who find their lovely ideas swimming in a sea of confusion, the confusion of children confronted with the conflicting methods of old and new side by side, and who resort to discipline to save their skins. Both types adopt the usual ploys to enforce their discipline, ploys totally unrelated to education, such as forbidding chewing gum, or maybe themselves chewing during free periods, insisting on school uniform, and a host of other petty restrictions. Under the guise of education, these ploys are merely the tools with which a teacher dominates the children, and are often used in conjunction with a display of contempt for the children. Most children show a preference for being taught by the disciplinarian rather than the easy-going teacher because they are merely the order he imposes, often forcefully and unassistedly. But as for the teachers who impose it, as hinted at in Michael Church's

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Sport



Junior gymnasts in action in Thames TV Magpie Special "Somersault to Moscow".

Raiders cross the Border

Tomorrow young fencers from England, Wales and possibly Northern Ireland, will invade Scotland for the schools' home internationals to be fought at the Jark Kane Sports Centre, Edinburgh.

This gathering is the highlight of British schools' fencing, the climax to a season of individual contests. It is the great occasion when scores of boys and girls under 18 and under 16 from very type of school fight for their countries.

The Scottish and Welsh entries are not yet known, but England field the full quota of 32, four each for foil, epee, sabre and girls' foil in both age groups. For each event their selection is the top four English from the current British age group championships or the

next most successful if any cannot go.

Their team alone demonstrates the wide coverage of this meeting. Among the 21 schools from which England's boys and girls come are a convent, a sixth-form college, a high school and comprehensive, a grammar and public schools.

This mixture under one roof with a common national cause instead of inter-school rivalry and individual glory is as valuable as the tactical advice engendered by the fight for the home international crown which is decided on the combined results of both the under-18 and under-16 contests—eight events in all.

Fencing this weekend starts tomorrow morning and should finish early on Sunday afternoon.

Worle on top five times in a row

Worle Comprehensive School, Weston-super-Mare, continued their remarkable run of gymnastic successes last week by winning the girls' under-13 section of the national school team championships for the fifth time in the five years of the competition.

And again Coloma Convent School, Craydon (for the fourth time), and Crossgate Middle School, Leeds, had to be content with the minor placings in the 1977 championships held at the Sobell Centre, London.

This competition is an introduction to Olympic gymnastics and is based on the floor and vault sequences of The Sunday Times award scheme. Now, after five years some of the competitors are beginning to break through and Worle, needless to say, has some shaming examples.

Sarah Galama, who competed at Sobell, is one of them. She is now a member of the Great Britain under-13 squad (including the new items on the women's gymnastic lists, at the age of 11. Two other Worle girls, Lynn Wilmott and Denise Buck, are in the South-west squad.

The girls have on hand their teacher Mrs Jackie Lewis, who is also one of the under-13 squad coaches. She says that Worle's successes have encouraged many girls to take up gymnastics at this level, giving them "a good grounding in the basics". It also helps their rhythm, which is useful on Olympic apparatus. In this, the group floor sequences are particularly helpful.

Crossgate Middle School had a second disappointment. Their boys, winners in 1975 and 1976, were pushed into second place by a narrow margin by Nelson Thomlinson Comprehensive School, Wigton, Cumbria.

England shine across country

Charles Clarkson, of Wales, presented an English team sweep in the school country international championship at Newton, Wales, last week. Clarkson won the intermediate boys' race, but the England team easily won the collective prize with 35 points in Wales's 92. The Irish had 98 and the Scots 105.

England's junior girls, led by Pamela Mathison, took the first six places for a perfect team total of 21. Wales (69) and Scotland (95) were out of it.

The intermediate girls' race, won by Sandro Allerton, was almost a repeat, the England team getting the top two points, 23, Ireland (80), Scotland (112) and Wales (121) followed in that order.

The English victory in the junior boys' event was also clear cut. Paul Elliott was the individual winner, 33 points, Scotland 69 and Wales 83.

Speedwell take three titles

Speedwell School, Bristol, won three of the four titles in the schools volleyball finals at Bingley, Yorkshire. Their girls won both matches, in each case against Townfield School, Hayes, Middlesex.

The junior boys completed the hat-trick with a victory over Cantrell High School, Liverpool, but the highlight of the weekend was the thrilling marathon in which the boys of Ousdale School, Wolverhampton, lost their under-19 title to Picardy School, Epsom, Kent.

It was a match of exceptionally high standard—a credit to schools volleyball, said Mr Trevor Sampson, of the English Schools Valleyball Association.

Footballer Frances fools the boys

When 10-year-old Frances Green made her debut for her school's football team last week she played so well that none of the opposing boys realised she was a girl.

Frances became the first girl to represent Anson Junior and Infants' school, Great Heywood, Staffordshire, at soccer when she figured in a 3-3 draw with their old rivals, St Peter's school, Weston, near Stafford.

Her teacher, Mr Peter Barnes, was so impressed with her performance that he forecast a bright future for Frances, who looks like becoming a regular member of the team.

Ali boost for boys' clubs

Reports that world boxing champion Muhammad Ali is to come to Britain to help with fund raising for the National Association of Boys' Clubs have been confirmed by the association's public relations officer, Mr Kevin Hand. A group of those concerned met this week to plan the details.

This unlikely coup was the result of some determination by a group of adults in Newcastle upon Tyne who were seeking a bold way to

raise cash for local clubs during Jubilee celebrations in the summer. With the aid of singer Frankie Vaughan, a strong supporter of the NABC, they sent local boxer Johnny Walker off to the United States to board the world champion, in no time at all. All agreed to Exactly what will do when he arrives was being discussed last week, but Mr Hand volunteered the idea that the NABC is thinking along the lines of a boxing "nostalgia

In brief

Easy way out

Schools are taking the easy way out by squeezing out the languages. The Russian Association says in its copy to the Great Britain Teachers of Russian and Quakers of Russian and German because schools are giving Russian the backing serves, the association claims.

It claims that Russian began franco de half the time in Europe. The association is organising a national outpouring of Russian in Britain.

Clubbing together

A new magazine called Year was published last week by the National Association of Year. It will provide club leaders ideas and will appear three times a year. The first edition is a cartoon strip, features reviews, letters, sport and a total amount of advertising available from the association, Box 1, Blackburn House, Bolton Nuneaton.

Locating chemicals

A directory of resources for chemistry teachers in Leeds has been compiled by teachers in the John Taylor Teachers' Centre, Leeds. It contains useful addresses and information about films, visits and advice available to teachers. The authors aim to make schools to make contact with industrial and academic institutions more efficiently.

RTZ scholarships

The Rio Tinto-Zinc Corporation is set up a charitable trust to provide scholarships to United Kingdom's Atlantic College in Wales in memory of RTZ chairman, Sir Val Duncan. Grants of £250,000 will start the end of each scholarship will be £4,000 two-year International Baccalaureate. Students from Britain and overseas are eligible.

How to be an engineer

A new leaflet on the academic requirements needed to become a chartered engineer has been issued by the Council of Engineering Institutions, Exeter, Devon. The leaflet updates a statement of the council put out in 1970. It is available from the Council, 125 Smith Street, London, S.W.1.

Physics with a language

Sussex University is running a physics with European studies course which enables students to get a BSc in physics with a language qualification in French or German. The course takes four years and the extra year is spent studying or working in some other language on the Continent.

People

Mr Peter Martin, deputy head of Knockhill primary school, Coatbridge, is to be head of primary in Hampshire. Miss L. R. Kilday, first deputy head, Battersea County School, is to be head of Fitchingham primary school, Richmond upon Thames.

Universities

Mr Norman Arthur Greenberg, professor of history at the University of Virginia, to the Harold W. Harnsworth chair of American history at Oxford University. Mr M. G. Audley, first deputy chair of geology at Queen's College, London. Professor J. E. Baldwin, professor of chemistry, Massachusetts Institute of Technology, to the W. G. Flete Professorship of Chemistry at Oxford University. Professor T. J. Chandler, professor of geography at Manchester University, is to be master of Balliol College, London University. Dr E. A. French, lecturer in accounting at the London School of Economics and Political Science, financial control at University College, Cardiff. Professor H. R. Loyd, professor of financial control at University College, Cardiff, to be chair of the R. G. Rhodes, reader in geology, to be a personal professor at Warwick University.

Confidentiality-or confidence?

James Michael looks at the arguments against keeping secret records on schoolchildren

It is tempting to regard parents who demand to see the files kept on their children by schools as cranky, if not downright paranoid. After all, the implicit basis for such a request is that the parent does not trust the school to ensure that only accurate and relevant information is recorded, and that it is only passed on when necessary.

But the basic idea of a right to inspect records kept on an individual is not so very strange. The Consumer Credit Act of 1974 gives all people the right to see their files kept by credit reference agencies. What is more, it provides a right to ensure that information in the files is correct.

That provision was included as a remedy for cases in which people had been refused credit on the basis of inaccurate information in files. The principle was established in the United States a few years ago. It has recently been applied to educational records in all federally aided institutions. A Bill introduced in the House of Commons in February would give a right of access to personal files generally, including educational ones.

What is it all about? Is it another illustration of the breakdown of trust in authority, or a fringe idea to be resisted by sensible people?

Some of those who press hardest for such a change are schoolteachers themselves. If anything, they are more keenly interested than other parents. They deal regularly with records, and know better than most the type of file that can follow a child through school and beyond.

Consider the case of the daughter of a Home Counties head. Three years ago she was withdrawn from the state system, on the recommendation of an educational psychologist. Aged ten, and with a nervous IQ, she simply was not getting along with her teacher. Faced with a child who could not sleep and who was refusing to go to school, her father decided that a spell of private education might be a way out of the dilemma.

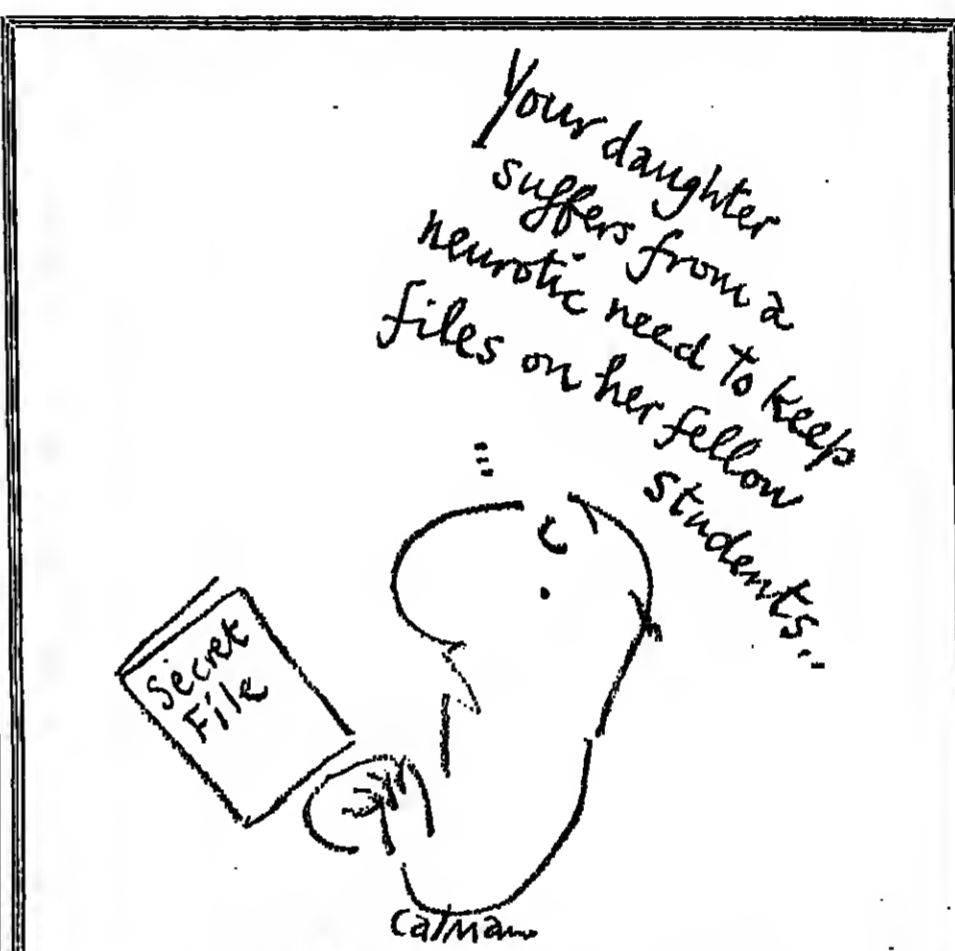
She transferred to a highly-regarded private school, and after a year to another. At both schools she blossomed. After three years her father asked if she could enter the local grammar school. The request was refused, on the basis of records kept when she had been in the state system.

The father asked to see the records to get a better idea of why she was being refused a place. He was refused. The records were confidential, he was told, and provided all the authorities needed to refuse her admission.

But the father had some idea of what she contained. They had followed the girl to her first private school. The head there had described them to her father as "vitrific". Fortunately, that head had disregarded the comments, and given the child the fresh start she needed.

The girl is still at boarding school. Her father is still trying to get her admitted to the grammar school, or at least to see the comments made by a single teacher in the past which are keeping her out.

There is no way of knowing whether this case is an isolated and unrepresentative example of how confidential school records can be abused. But we know, thanks to a survey by Where?, that few education authorities permit parents to see records kept on their children. Only Clwyd, Dorset, and Mid-



Glamorgan have indicated that parents have a right of access to their children's records. The Inner London Education Authority shows primary school transfer reports in parents. Other authorities have said that it is a matter for a head's discretion.

Formal statements of policy can be misleading, though. A Dorset teacher has made himself unpopular with the authorities by arguing that secret records should still be kept. Paul McNamee, teacher and school manager in Swanage, has organized a campaign against secret records. One of his main concerns is that many teachers see his effort as an attack on their integrity, and have come close to sending him to Coventry over it.

Records-keeping began to expand after the Second World War, and the secrecy derives in part from a 1947 circular—No 151—issued by the then Ministry of Education to local authorities. The penultimate paragraph recommends periodical reports on pupil progress to parents, but does not suggest that parents should have a right to see the records or which the reports are based.

That circular may soon be replaced by the Department of Education and Science. The subject is also being considered by the Taylor Committee on the government of schools. Among its members is Judith Stone, who was critical of secret school records in The Parent's Schoolbook, which she wrote with Felicity Taylor. The Warnock Committee on special education has a sub-committee considering educational records.

If there is a change in law and practice on school records, it could be along the lines of the United States Family Educational and Privacy Act, popularly known

The United States Department of Health, Education, and Welfare has established an appeals procedure with the ultimate sanction of cutting off federal funds to schools which refuse to comply. Detailed regulations for administration of the system were not issued until June, 1976, so schools are now in the first year of adjusting to the new rights.

But some states had already gone beyond the law's requirements by providing for student access to files at fifteen, as in Massachusetts and Delaware, or by requiring disclosure of records within two weeks of a request.

Why was such a radical change made? The 1974 NCCCE study found that only six states provided any real right of parental access to records. But the survey also found that records were regularly disclosed to almost anyone in a position of authority outside the schools, and that in a fair number of cases records had been abused.

In one, a secretary of a community tutorial project rang a school to check on a student's reading level, and was told that the child was a bed-wetter, and that his mother was an alcoholic who had a different man in the house almost every night.

One would hope such things do not happen here. But there is still cause for concern in cases such as the head's daughter, and in others, such as a report about a girl who was said to have "inherited" a nervous and highly strung disposition from her mother, and who supposedly was "demeaning" of a man teacher and other males. As things now are, there is little control over the keeping of such records, let alone a right for parents to see them.

Sanctions may even be imposed on teachers who merely disclose to parents the existence of confidential records. When a school in Gosport, Hampshire, introduced a system in 1973 for teachers to evaluate the character of students on a five-point scale, one veteran teacher had qualms which she passed on to parents. For her pains, she was reprimanded by the school governors as "guilty of disloyalty to her school." The records have since been discontinued, but the teacher has resigned.

It might not be a bad thing, for teachers as well as students and parents, if access to educational records were to be established, though it would require changes in attitude. In February a Freedom of Information and Privacy Bill, which would establish a right to see government dossiers generally, was introduced by Tom Litterick, Labour MP for Birmingham Selly Oak. No Parliamentary time has been scheduled for that Bill, and it stands little chance of becoming law this time around. Change seems more likely to come through revision of the 1947 circular to education authorities, or perhaps as a result of recommendations by the Taylor and Warnock Committees.

There is as yet no broad public demand for a right to see school records, although support has come from the Campaign for the Advancement of State Education and the National Consumer Council. But the idea seemed sensible to United States legislators.

Perhaps the results of the American experiment will show that it helps, rather than hinders, cooperation between teachers and parents in educating children.

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# A different core

Roger Burt and Norman Willis argue that a common core should be concerned with teaching objectives rather than subject curricula

Those of us who work in education rarely have the opportunity or time for re-examining the purpose of our work. The recent Youth Charter Conference gave us the unusual chance of concentrated discussion of the aims of secondary education, arguing our views in a group containing sixth formers, university students, teachers and headteachers, youth workers and administrators. What emerged was a consensus view of the aims of secondary education different from those currently held.

Secondary education has placed too much emphasis on examinations, too little on clearly defined learning. If there is to be an attempt to create a common core curriculum, we urge that this be expressed in terms of common core learning objectives rather than subject curricula. The latter would be open to narrow and sterile interpretation, so reinforcing the force for rote repetition and examination success to the detriment of real understanding, skills and values.

The Great Debate should try to achieve a set of learning objectives based upon an

acceptance of the needs of the individual and society, accepting the aim of maximizing the development of both, but also realizing that to stress the needs of one to the exclusion of the other is at best naive, and in worst opens a path which can lead to anarchy at one end and totalitarianism at the other.

A common core of learning objectives must be based on a view of society. We see our society as being:

- subject to rapid change, and conflicting values communicated simultaneously by powerful mass media
- one in which many social and emotional props have become dislodged
- based on democratic principles
- one which emphasizes individual freedom, but not always individual responsibility, or collective freedom and responsibility
- one which relies increasingly for survival on advances in science and technology, yet does not produce sufficient numbers of personnel skilled in those fields.
- dependent on widespread understand-

ing and skills in politics and government, though this is restricted to the few

● one where the attainment of identity and security and of involvement in society is becoming increasingly difficult for both individuals and groups

● one in which leisure time is increasing but not exclusive. To require maximum development of basic skills does not mean denying to those of, for example, high intellectual ability the opportunities to pursue an academic subject as far as they are able. The setting of common core objectives is not intended to restrict the education offered, only to specify the essentials it must cover.

The objectives must be interpreted (for any curriculum is open to varying emphasis, depending on teacher, pupils and environment) to allow for learning to take place on all levels: affective, cognitive and skills. It is not, for example, enough that young people develop the skills

necessary to participate in a democracy; they must also understand the implications of applying those skills, and be educated to value the process, so that they want to participate.

A balanced programme for secondary education would be based on the following core learning objectives: to develop from a primary education in basic skills to the maximum level of achievement attainable by each individual, values, understanding and skills in:

- functional literacy (the ability to communicate clearly through the written word)
- functional numeracy (the ability to communicate ideas through mathematical symbols)
- functional oracy (the ability to communicate ideas through well-organized speech)
- the handling and critical appraisal of sources of information
- constructive argument and problem solving
- self-motivated learning (preparation for continuing education)

● self-disciplined participation in learning and in society

● loving, respecting and caring for oneself and others

● appreciation of the value of one's own contribution to an activity, and of the contribution of others

● appreciation of the contribution of constructive work to the advancement of society and for the common good

Such objectives would demand a new approach to secondary education, especially a review of its compartmentalized subject base and of the type, value and application of the methods used to measure achievement. There would need to be a policy to ensure that the fundamental skills were developed throughout the curriculum: all teachers, no matter what their specialism, would be responsible for seeing that functional literacy, numeracy and oracy were actively developed.

In the safety of the school environment, young people can gain experience of co-operative participation, through playing a role in deliberately structured situations. If this were paralleled by a more democratic form of school government which brought in the local people the schools' objectives would probably be better understood and accepted as relevant to community and industry needs.

Such a fusing of the school with the community should help to improve the students' view of the value of productive involvement with industry and commerce. In the later years of schooling more opportunities should be taken for students to have experience of work through integrated courses.

There would also need to be a change in the role of teachers and their relationship with pupils, moving towards a "part-

nership" in which, as students mature, teachers progressively take a more advisory role, and students take more responsibility for their own learning. To achieve this the schools will need to become more democratic: it is hard for children in a democracy if the schools appear not to value democratic procedures.

Such courses could lead students to make far greater use of local resources, working in public libraries and museums as well as drawing upon the experience of local people and companies in their pursuit of knowledge.

If this "outward" movement could be paralleled by an "inward" movement of the local people to school facilities (thus making fuller use of library, laboratory, workshop and leisure facilities), the school could become a local resource—and be administered as such—in the same way that the community becomes a school resource.

For more teachers would need to have had work experience before entering the teaching profession. Our group suggested that all entrants to higher education, with the exception of those undertaking sponsored sandwich courses, should have a compulsory break of two years, during which they would work in commerce, industry or some other field.

This could lead to more high calibre entrants going direct into productive in-

dustry—they might find that they liked working. It could also lead to a more mature and worldly wise teaching force, with experience of the environment into which the majority of their students would be moving. This could serve to break the view that the purpose of education is to prepare a student for yet more education.

None of our ideas need extra resources. All of them are practical, given the will to change. Educational goals will not be achieved through blind adherence to any curriculum content, be it subject based or integrated. The whole school structure—organization, value systems, curriculum content, and teaching methods—needs to be programmed and directed towards the achievement of clearly defined learning objectives, seen to be relevant to the needs of both the individual and society.

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# Where have all the marchers gone?

During the late 1950s, thousands of young people joined in the Easter marches of the Campaign for Nuclear Disarmament. Why do today's younger generation respond differently to the threat of nuclear war? Tony McCarthy reports

Easter weekend no longer sees the predominantly youthful crowd of Ban the Bombers on the roads to and from Alderston. CND itself still exists, operating from a single room in the East End of London. It has a modest, and currently increasing, membership, and a plan of activity that is educational, rather than crusading. The Bomb remains not only unbanned, but present in hugely greater variety, sophistication and depth than 20 years ago.

The possibility, let alone the probable prospect, of the annihilation of at least the larger part of the human race, should not be, I suppose, an easy matter to live with. Yet, nowadays, we seem to manage it. An (admittedly small) selection of Glasgow schoolchildren of secondary age seemed unaware of the fact, let alone the significance, of nuclear weapon installations in their area when questioned recently. Showings of *The War Game*—now quite out of date in its strategic implications of the quality and quantity of nuclear weaponry—appear to have produced in these children an imaginative shock which can only be explained by its novelty.

The emergence of the anti-bomb movement of the late '50s and early '60s had complex roots. It was a coalition of different responses and interests, and possibly its various basic aims were never achievable, at least by a national organization of its type. In a timescale which it would have regarded as acceptable.

The Defence White Papers of the late '60s spelled out a change in Government attitudes to defence. In Britain, the USA, and the Soviet Union, the Soviet development of an intercontinental ballistic missile capacity meant that the populations of both the major powers were at risk. Thus, nuclear theory moved

into the area of "second strike deterrence".

Britain opted to follow the same road, although somewhat further behind already. Harold Macmillan stated that "When the (nuclear) tests are completed... we shall be in the same position as the United States or Soviet Russia. We shall have made and tested the massive weapons. It will be possible then to discuss on equal terms". What followed was the explosion of the British H-bomb in 1960 and the massively welcomed (by the young) abolition of nuclear service.

The fact that much of this same generation almost immediately took the road to nuclear war was not, however, simple. Deterrence, involving the risk had to be considered "acceptable". Previously, nuclear policy had been largely secret; between 1956 and 1958 vast amounts of theoretical and practical information were released. People now accept the prospect of being blown to atomic dust "if necessary" or, for that matter, at all. The anti-bomb movement was a result of deterrent theory.

With the advantage of hindsight, the failure of CND seems predictable. The movement was an amalgam of at least four British political traditions: pacifism, Humanism, internationalism, international socialism and non-violent direct action. They had different attitudes to the prohibition of nuclear weapons, and separate characteristic solutions.

Antagonistic political energy was generated to what appeared to be a common goal. But the signs were evident: what about NATO? Did CND propose Russian bombs, too? Did CND incline to renunciation of all wars—and, in the case, what of wars of liberation? These disputes emerged in questions of "should we break the law? If so, should it be

as a token, or as a first move in dismantling the forms of society that tended to the production of nuclear weapons? Should one have anything to do with political parties, whose main interest was in keeping or obtaining power?

CND tended eventually to the "Steps Towards Peace" approach, in which British unilateral disarmament was seen as a part of a political, rather than moral, attack on nuclear weapons. By that time, the Labour Party had been briefly won and then lost; the Cuba crisis had persuaded many supporters not so much that nuclear deterrence "worked" as that they themselves were powerless to do anything about it. Later, Vietnam, with its clear pictures of human suffering, came to provide the possibility that political action might actually do something to reduce it—a much more tractable subject for protest. CND dwindled to a small-scale information and pressure group.

Meanwhile Britain took up the Polaris option and theoretically assigned these missiles to NATO—while retaining a "tactical" option in its bomber forces. France, China, and, in 1975, India came to possess a nuclear arm. There arose in the mid-'60s the possibility of a "pre-emptive first strike".

Current theory relies on a level of accuracy against targets which is not necessary for straightforward "deterrence" (i.e. the destruction of sufficient numbers of the civilian populations on either side). This plus the development of tactical nuclear weapons which promised to erase the difference between conventional and nuclear responses; has led to a move (SALT negotiations notwithstanding) towards asking nuclear war "thinkable".

These changes do not seem to have been well understood by the general public. Certain TV programmes and press articles consider them from time to time.

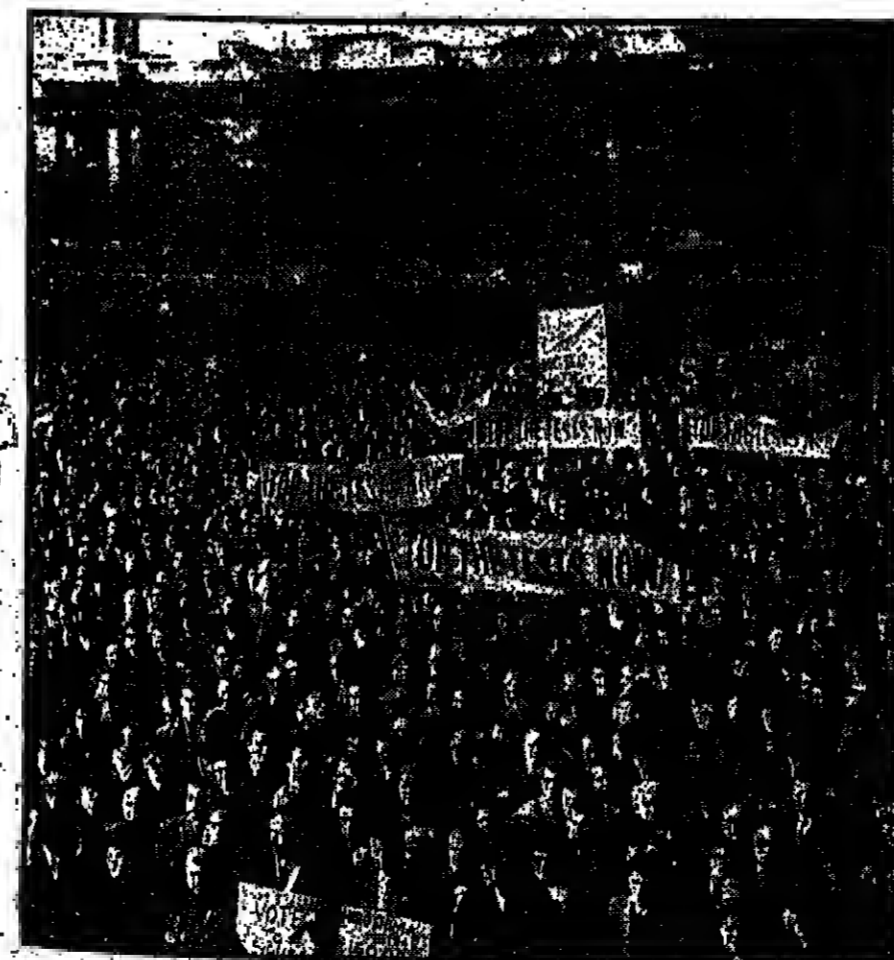
But the real possibility of nuclear war, not as an accident, but as a direct result of policy, is largely ignored. The increased subtlety of nuclear posture is hardly understood.

It is certainly arguable that deterrence has prevented some conventional wars and that "nuclear balance" has deterred some nuclear adventuring. However, as Professor John Rorbil writes in his preface to John Cox's *Kastrel* book *Overkill*: "The occurrence of nuclear war is a predictable event; its probability is increasing with time."

Yet, despite the fact that some of the CND generation are now senior teachers, and most of them parents, this message does not seem to be widely accepted, even in the general sense that "the world will end one day" by many young people.

Materials seem in short supply. CND pass the *War Game*, still, John Cox's book, and another by him, aimed at a lower age group, *On The Warpath*, published by OUP. However, teachers are looking at a "balanced" view on the subject, complain that there is no popular material available at this level starting the other way round: anybody working in this area thus has to be particularly careful of charges of propaganda.

Nor does there seem to be any general interest in the older generation of teachers in dealing with the subject, though CND's almost-doubling recent membership comes largely from the 18-21 age group. Once over the shock of realizing the full scope of the present nuclear arrangements, pupils seem able to attack the problem relatively clear headedly, with an awareness of possible tactical differences in reaction from the 1957 variety. Perhaps teachers should examine their reluctance in broaching the subject, and see whether pupils may be more able and willing than they think to come to grips with it.



Ways of protesting: (Above) the end of the first Easter march in Trafalgar Square in 1958; (Right) left to right, Rev. Michael Scott, Arnold Wasker, Lord Russell, Lady Russell and Ralph Schoonman lead a 1961 vigil in Whitehall.





# Growing up gay

Jim Cotter on the moral understanding of sexuality

**The Church and the Homosexual.** By John J. McNeill SJ. Darton Longman and Todd. £2.60. 232 51370 R.

It is only within the last generation that the phenomenon of homosexuality has been looked at without the distortions of ignorance, fear, and prejudice, and the possibility recognized that the homosexual need not play along with society's branding and scapegoating of the unnatural, sick, criminal, queer. It is only in the last year or two that people have begun to share a conviction that it is compatible with the Christian faith not only to love another person of the same sex, but also to express that love fully in a personal sexual relationship" (from the Statement of Conviction of the Gay Christian Movement).

Now a book has appeared within the imprimatur of the New York Provincial of the Society of Jesus that examines the traditional Christian teaching on homosexuality and finds it grievously wrong; and the author, John McNeill, from a basic appreciation of homosexuality as a sexual variant rather than abnormality, suggests the possibility of bringing together of the Christian faith and homosexual relationships. On the Biblical evidence McNeill concludes: "... once all the cultural and historical circumstances are kept in mind, the only condemnation of homosexual activity to be found with certainty in Scripture is a condemnation of perverse homosexual activity indulged in by persons who are not homosexual individuals as an expression of contempt or self-contradiction and usually associated with some form of idol worship". (That quotation does

not make it entirely clear that he is concerned to show that there is no condemnation of homosexuality as such, only certain attitudes and actions that can, but need not, be associated with it. But it is not clear from the book whether he would say the same about bisexuality) examining the tradition of natural law which would see the only purpose of sex to be procreation, McNeill concludes: "The call of the Gospel to man is not one of conforming passively to biological givings; rather that call is to transform and humanize the natural order through the power to love". God has so created us that our sexuality is not determined by our biology.

The book goes on to quote with approval Carl Jung to show that homosexuals have a positive role in society in strengthening the quality of relationships—in fostering gentleness, sensitivity, and insight into others, and in developing a receptivity to transcendent truths. "No man begins to know how a moral understanding of sexuality might grow outside the proactive context, emphasizing the values of responsibility and creativity in relationships. He sees the parallels between the gay and women's movement in that both are concerned to overcome the oppressiveness of a society which would neither people according to images created that encourage them to mature into their own unique configurations of masculine and feminine in their personalities."

At times McNeill appears to fall into the trap of considering homosexuality too much from the male point of view. His bulging on the insights of Jung, while being immensely valuable, is an instance of the same: "Jung was specifically speaking of the male homosexual

in the passage quoted. Again he emphasizes more the need for men to realize the fullness within them than he does the need for women to realize the masculine. A book is still needed written from the point of view of the lesbian Christian. It is a pity, too, that there is no discussion of exclusiveness and permanence in relationships; this would have been useful for the heterosexual as well.

But *The Church and the Homosexual* should help the mind to debate the subject more easily and openly, perhaps alongside the recently published *We Speak for Ourselves* (SPCK 1970) in which Jack Babuscio collects together quotations from actual experiences of gay men and women, particularly in the counselling context. It is in the few pages that McNeill devotes to counselling that he occasionally becomes patronizing and appears to slip back into the old notion of these poor homosexuals who need our sympathy and support to become healthy and normal again. But on the whole his book supports his thesis that "there is the possibility of morally good homosexual relationships and that his love which unites the partners in such a relationship, rather than alienating them from God, can be judged as uniting them more closely with God and as mediating God's presence in our world."

Both books could well enable homosexuality to find its due place in the curriculum of schools, and so begin to educate the majority who are not homosexual or openly gay. This has been done so far about the minority in their midst who are growing up gay and even today find it hard to talk about themselves with anybody that will even remotely understand.

# Men of God

W. Owen Cole

**The New Testament and its Background.** By James Edwards. Jesus of Palestine: People, Work and Customs. 7137 3023 4. Jesus, Son of God: The Messiah and His Message. 3021 2. Jesus, Son of Man: The Acts of the Apostles. 3025 0. Blandford £1.20 each.

James Edwards is a writer who is skilled in the art of being clear without being superficial. The first book in his series is faithful in its view of the background information to the life of Jesus which non-specialist teachers of children aged between 11 and 13 might find useful. There are many other books of a "Daily Life in Jesus's Day" type, but often teachers have to spend considerable time looking for the scraps of information which they need. Here the essentials are provided under such titles as Peter, Shepherds, the Jewish Year or the Synagogue, and a thorough index gives cross-references to the two other books in a previous series on the Old Testament.

Jesus, Son of God is clearly a secondary school text in which the emphasis shifts from background to the meaning of Jesus's life and death and to his teaching and its implications for the modern world. The Acts of the Apostles and the Gospels are treated as a whole, and their own readings of the text are given the status of dogmatic tradition. This book, too, must be regarded as a secondary school text.

The weakness of books which link background information with Bible studies is that too often the author's own readings of the text are given the status of dogmatic tradition. This book, too, must be regarded as a secondary school text. The weakness of books which link background information with Bible studies is that too often the author's own readings of the text are given the status of dogmatic tradition. This book, too, must be regarded as a secondary school text.

life exclusively. A better philosophy would have allowed more of them to show the sides into which they have fallen. Readers must have already read the New Testament and its background to see a group of men who present Christianity itself as a series of festivals and celebrations. The "Leant Book" is the Bishop of London's as a Muslim and Hindu churches. But also to see the indigenous culture, may have not know about the Lord's Supper or Christmas. The general knowledge and interest in the series is not-existent. However, there has long been need for reliable monographs on major denominations and this book meets it.

**Paul.** By John Drane. Lion Publishing. £1.75. ISBN 0 7513 0100 4.

The author of this monograph died Paul closely during his time as a research student at the University and the present book is a revised and extended version of his original book. It is a good and readable introduction to Paul's thought and his role in the history of the church.

Paul's letters are full of life and energy. He is a man of faith and conviction. He is a man of action. He is a man of prayer. He is a man of love. He is a man of God.

# All our hereafters

**Life After Death.** By Arnold Toynbee, Arthur Koestler and others. Doubleday and Nicholson £4.95. 297 7 095 0.

**Death and Eternal Life.** By John Hick. Collins £5.95. 00 215157 X.

"We shall not be able to refrain from speculating about death until we can refrain from speculating about life", writes John Hick. *Life After Death and Death and Eternal Life* are broad, imaginative yet scholarly works on these important themes. Their scholarship is neither narrow nor pedantic; it is wise, clear and scholarly. It is a sympathetic imagination that works of wide appeal emerge.

*Life After Death* is a collection of essays by men and women of several disciplines. Professor Toynbee opens with a general survey of "man's concern with life after death". This is followed by several studies on "the idea of the hereafter" in various societies and religious systems. They are informative and well informed. Then, after these predominantly factual and descriptive essays, greater scope is given for personal views: there is the beautiful meditation by René Guénon on "Some Christian Imagery", inspired mainly by poetic writing on the subjects: the original suggestion is by John Simon about eternal life. In terms of music; and "a mystical consideration" by Martin Israel which emphasizes the vital link between the quality of present life and the hereafter.

is curiously convincing, perhaps because of her rational and clear-sighted approach to the matter. Her claims are philosophically weak but they do in a way tally with the limitations of a scientific method of reasoning. There must be an openness to a wider reality. As Ulrich Simon writes, "Life after death has just its appeal for those who no longer reason with the heart". This collection is a poetic anthology: it will evoke a response only in those who already pass the sands of the belief.

Toynbee's collection would have been more scholarly if philosophical and theological issues of life after death are dealt with in much greater detail. John Hick's latest work, *Death and Eternal Life* is a man of great philosophical and theological learning, he sets out like St. Anselm, to argue from the basis of prior belief. He distinguishes two broad categories: "parapsychology" concerned with the intermediate condition of man between death and his final state, and "eschatology", the final state itself.

In the book he is more interested in parapsychology about which, he thinks, more can be said. He considers three main areas, the materialist and humanist perspective of the West and Semitic belief in the resurrection of the individual, and the Eastern "rabid" beliefs. His tentative conclusion embraces both individual and self-transcendence.

# Anglo-Jewish history

David Hackner

**The United Synagogue 1870-1970.** By Aubrey Newman. Routledge and Kegan Paul £5.50. 7100 8156 0.

The United Synagogue was set up in 1870 by the merger of a number of Orthodox Synagogues in central London having a combined membership of 1,400. The scheme of this union provided for elected representatives from each synagogue to form a governing body which would be concerned with the relief of the poor, burial of the dead, expansion of the union and other administrative problems common to each of the synagogues. Over a hundred years later, with more than 80 synagogues and over 40,000 members, the United Synagogue had become one of the most important institutions in Anglo-Jewry and in particular London Jewry.

Dr Aubrey Newman, reader in history at the University of Leicester has had access to the extensive archive of the United Synagogue and has produced an account of its development against a panorama of the turbulent period which included two world wars and a considerable influx of refugees from Eastern Europe. The major events are sketched and there is a description of how the leaders overcame the movement of Jews out of the metropolis into the suburbs. It is a play that this work is confined to 240 pages, as much of the colorful history of the individual synagogues has been omitted except a description of the personal activities of its leaders. The United Synagogue today maintains the Chief Rabbi and also provides financial support for educational and welfare work. With the aid of a color photograph Dr Newman has shown how this happened and provided us with an introductory insight into this phenomenon.

# Men of God

W. Owen Cole

**The New Testament and its Background.** By James Edwards. Jesus of Palestine: People, Work and Customs. 7137 3023 4. Jesus, Son of God: The Messiah and His Message. 3021 2. Jesus, Son of Man: The Acts of the Apostles. 3025 0. Blandford £1.20 each.

James Edwards is a writer who is skilled in the art of being clear without being superficial. The first book in his series is faithful in its view of the background information to the life of Jesus which non-specialist teachers of children aged between 11 and 13 might find useful. There are many other books of a "Daily Life in Jesus's Day" type, but often teachers have to spend considerable time looking for the scraps of information which they need. Here the essentials are provided under such titles as Peter, Shepherds, the Jewish Year or the Synagogue, and a thorough index gives cross-references to the two other books in a previous series on the Old Testament.

Jesus, Son of God is clearly a secondary school text in which the emphasis shifts from background to the meaning of Jesus's life and death and to his teaching and its implications for the modern world. The Acts of the Apostles and the Gospels are treated as a whole, and their own readings of the text are given the status of dogmatic tradition. This book, too, must be regarded as a secondary school text. The weakness of books which link background information with Bible studies is that too often the author's own readings of the text are given the status of dogmatic tradition. This book, too, must be regarded as a secondary school text.

# Ways of speaking about God

E. W. Heaton

**The Twelfth Ghost Book.** By Audrey Laski. Bantam and Jenkins £2.95. 0 214 20216 X.

The Ghost Garden. By Jilla Fell. Macmillan £2.95. 0 33 21137 S.

The Ghost Belonged to Me. By Jilla Fell. Macmillan £2.95. 0 33 21426 9.

Don Cupitt here challenges the science and men of religion to recognize that beyond the ideological conflict there is a common ground. Individuals and societies of religion are a commonality. One religion or one ideology is not superior to another. The reader is shown how the issues are greater and more limited points of conflict. The issues are greater and more limited points of conflict. The issues are greater and more limited points of conflict.

# Ways of speaking about God

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**The Twelfth Ghost Book.** By Audrey Laski. Bantam and Jenkins £2.95. 0 214 20216 X.

The theological stance of Dr Phillips's stimulating "Leant Book for the Bishop of London" is as arid as the most sterile of modernist rationalism. It is in his exposition of the biblical tradition that he is most at home, with "The Absent God" of Job and, apart from his debatable view that Job was satisfied in the end, he is admirably successful in expounding the poet's passionate rejection of the arid scholasticism into which Dr Phillips's scriptural tradition had degenerated. It is when Dr Phillips proceeds to use his existentialist model in interpreting other parts of the Old Testament that obvious distortions begin to occur.

With the bold strokes of a cartoonist, the author sketches the period of the Babylonian Exile as (again) "the dark hours, the silent unknown" for Israel as a people, in which the "crude barabim" ideology of the Mesianic tradition (including the great pre-exilic prophets and the school of Deuteronomy) was abandoned after the encounter of individual Israelites with the sheer grace of "The Illogical God". A revival of the late-Victorian characterization of Jeremiah and Ezekiel as preachers of individualism reinforces the author's standpoint and is associated with the imprudent declaration that the theology of Jeremiah and his deuteronomistic supporters and editors were "poles apart".

Dr Phillips describes his work as "an Apologia" for his interest in the Old Testament. The Old Testament is, indeed, hospitable to a great diversity of interests and splendidly demonstrates that there are as many ways of speaking about God as there are varieties of human experience. That it is a present problem for any latter-day prophet.

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# Self-contradictions

Pierre Watter

**Karl Marx's Capital, Volume I.** Introduced by E. Mandel, translated by B. Fowkes. Penguin £2.95. 1 402 1928 5.

The publication of yet another translation of *Capital* is of interest less for itself than for the appendix consisting of a manuscript hitherto not available in English. The appearance of Volume One with its original complexity restored from the more simple version given by Marx himself will be of use, paradoxically, only to those who do not really need it, to those, that is, who have thoroughly mastered the conceptual substance and method of the work, something far which earlier translations gave full scope.

The introduction, erudite and in some respects informative, shows how little Marx's basic concept of capitalism - his system of a system that has broken down. The supposed two systems, about which Mandel theorizes, are in reality the very vulgar economies of which it was intended to be, inter alia, a critical critique.

Whatever his differences with Mandel, Marx accepted the idea that a system is synonymous with universality: a system is the world considered from a certain aspect, or once its premise and result. Systematically considered, the world appears as a tautology, the incoherence of which cannot be correctly perceived within the given framework, much less made good. Only another system which includes the earlier as a limited field within its wider one can achieve this. To suppose it possible for two systems to "co-exist" (to use the ideological jargon of power politics) is to show an utter incomprehension of this concept, since the supposition involves an absurd self-contradiction that destroys the concept itself.

Yet this is precisely what Mandel does in common with every vulgar form of whatever persuasion. For Marx, however, the specific feature

of capitalism is that it universalizes commodity production (to point already made in the *Communist Manifesto*, viz., that it reshapes the world in accordance with its peculiar principle and produces itself as, so to say, the commodity world, the world of commodities. Considered as a system it is, in its inner drive and tendency, total, self-enclosed. And it is precisely owing to this, its all-encompassing nature, that the possible freedom of which it is the material foundation in its aspect of the development of social productive capacities can, and must, be that of mankind as a whole.

The other possibility, for Marx, was the collapse of capitalism into barbarism. But barbarism is not a system, any more than the Dark Ages were a civilization different from the Greco-Roman. It is simply the historic nucleus of a system that has broken down. The supposed two systems, about which Mandel theorizes, are in reality the very vulgar economies of which it was intended to be, inter alia, a critical critique.

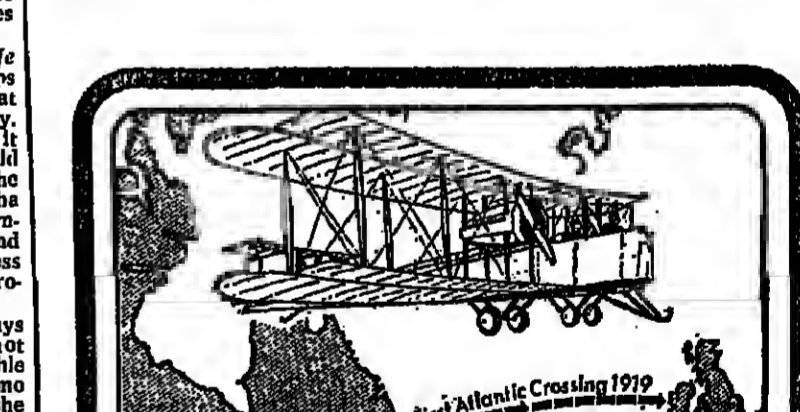
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# Among this week's contributors

Holtperry is professor of English at the University of Montreal. Mrs. Cole lectures on Kingsway Education College of Further Education. Mrs. Cotter is Chaplain of Gonville and Caius College, Cambridge.

E. W. Heaton is the Dean of Durham. Audrey Laski is the director of the teacher training centre at the Central School of Speech and Drama. Edmund Power OSB is at Douai Abbey.



# Knowing British History

S. L. Case, D. J. Hall and L. F. Hobley. Designed primarily to encourage and stimulate the slow learner this, nevertheless, serves to give any child a great insight into the worlds of the past. The books are divided into short chapters, each containing exercises for consolidating the work covered in the chapter, and provide a colourful and readable look at life in Britain from Roman times onwards. Top quality indeed, and excellent value for the classroom! Education Equipment

Here are the three latest volumes in the series: 1900-1939 0 237 20159 2. The First World War 0 237 29160 6. The Second World War 0 237 29161 4. Each line, illustrated with photographs and line drawings, 50p. Montagu House, Russell Square, London WC1R 5BX.

The mathematical mind

Joyce Linfoot on the psychological analysis of mathematical ability

The Psychology of Mathematical Abilities in Schoolchildren. By V. A. Krutetskii...

This is a book which no one working in the subject can afford to ignore. Over 700 references are given to the work of psychologists...

The contents of the book are strictly defined by the title: there is no overall introduction...

There has been extensive research into what has been done outside Russia on the "giftedness" of gifted children...

In Krutetskii's experiments on the other hand, great attention was paid to the study of individual differences...

Bank facts

Geoffrey E. Wood

Inside The Bank of England. By Peter Hobbay and James Long...

This short book (75 pages, as well as glossary, index and hints on "finding out more") is in many ways excellent...

It describes well how money evolved to avoid the inconvenience of barter, and how banking developed from the business of storing valuables...

viewed and had to become accustomed to thinking aloud during the solution of problems...

The complete system of problems used is given in full, in about 70 pages which form the heart of the book...

In a research programme of this kind, it is vital to make the right hypotheses. Here the researchers have been guided by an extensive knowledge of psychological relationships...

The picture which emerges of the "mathematical mind" is that it is logical, resourceful, and independent. There is superior ability to organize information, and to think hierarchically...

Krutetskii concludes that a "mathematical mind" is a mind which has been "set" or "tuned"

to give a mathematical interpretation to the environment: for those with this tuning, mathematics is a constant preoccupation...

He disagrees with Western psychologists on some points, and particularly with Piaget's high estimates of the ages at which certain abilities are manifested...

With regard to personal characteristics, he agrees with Torrance in the United States that high mathematical ability is positively associated with good health, wide mental and emotional stability, liveliness and a sense of humour...

Any investigation into the occurrence of sudden insights was considered to be outside the scope of the work, but they were noted during interviews with able children...

This book is the account of a massive piece of work, and it is not easy reading. Probably for teachers the view that they are the thinking out loud of their pupils...

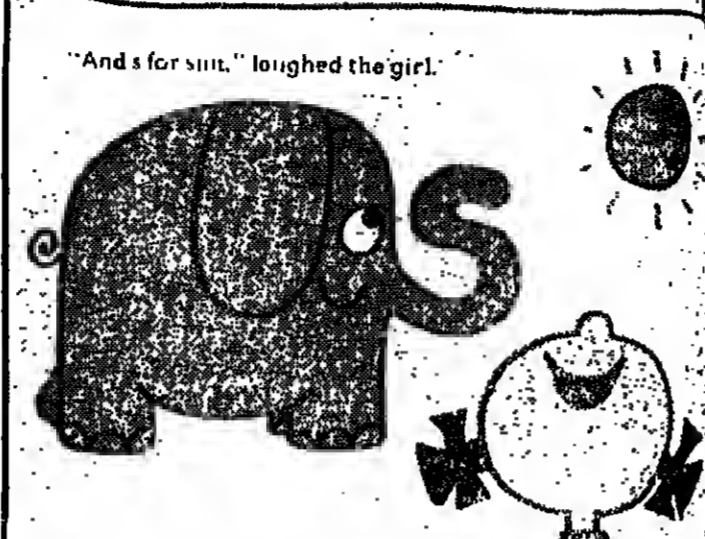
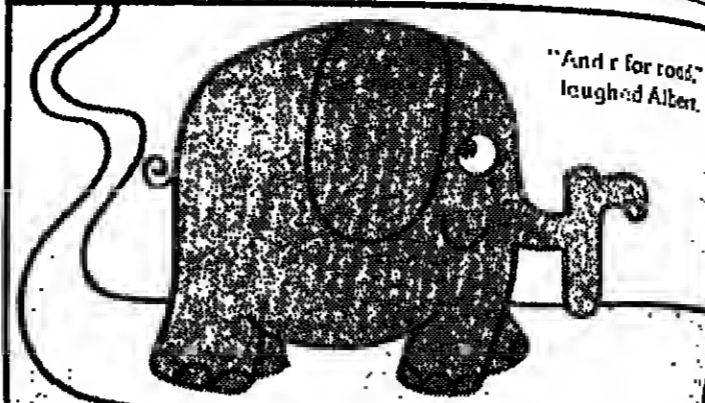
Passing over

Charles Stuart-Jervis

Death. By Mog Ball. Oxford University Press. Standpoints series 75p. 19 913238 6.

Death, they say, is the one inescapable fact of life—and so little is known about it. In Death by Mog Ball, the latest in the series "Standpoints", the lid is removed from the coffin and the reader is allowed some rare insights into the phenomenon...

As with the other books in the series, it is a partial account, very provocative, and in parts, irrelevant too. This taboo subject is treated with sympathy, humour and clarity. It deals with the reasons for death, young and dying heroes, mourning and bereavement, the signs of loss, and the unacceptability of death, even when one is prepared for it.



"Albert the Alphabetical Elephant" (Huddar and Stoughton £2.00) is a companion volume to "Count Worm" which teaches number recognition by means of Roger Hargreaves' bold illustrations and a simple narrative...

Land questions

Essays on Developing Economies. By Michael Kalecki. Harvester Press £8.50. 85527 134 5.

This collection of essays by the man who discovered Keynes's theory of employment before Keynes did, provides a splendid introduction for anyone wanting to understand the problems facing the Third World...

The first essays describe succinctly the economic problems of underdeveloped countries trying to form a base for expansion, and point out that underlying these are political problems which must be solved first.

In India, Kalecki recommended a land tax to force landlords to either cultivate their land economically or allow others to do so. Another obstacle is the difficulty of taxing the rich to make way for higher investment, and a further problem is that extensive government intervention is needed to limit private investment in non-essentials.

Kalecki points out that the over-coming of all these obstacles to economic development would amount to an upheaval greater than that provided by the French Revolution.

The second section of essays deals with the financing of economic development; here Kalecki outlines the principles of modern employment theory and shows how in the West the under-capacity tendency of capitalism is "remedied" by arms expenditure. There is here a useful analysis of foreign aid.

Every book a proclamation

Hilary Finch surveys the religious publishing scene to find out why and in what areas the boom is taking place

"Of making many books there is no end," said the Preacher, the son of David, king of Jerusalem. And the endless making of specific religious books and the proliferation of publications and publishers is a cause of great joy to some, of disbelief and cynicism in others—and, it seems, to the majority of people, an utterly baffling phenomenon...

While some religious publishers close down or are taken over, new ones spring up and existing ones expand. On Being a Christian, by Hans Klug, sold 1,400 copies in one week, a hardback book on angels (of all things) sold 40,000 copies in nine months...

Publishers like Oxford and Cambridge University Press, Mowbray, Student Christian Movement (SCM), Society for Promoting Christian Knowledge (SPCK), Oarion, Longman and Todd (LTL), Sheed and Ward (SW) and Search Press (SP) turn out a regular supply of books on all branches of theology...



JEWISH BOOK WEEK

Are turning to books for their inspiration and teaching? Or is it the new life of the Charismatic movement, burning its way through all the churches? No two people will give you the same reasons...

It may well be quite simply that the demand for "religious books" covers so much more than it used to. One of the days when it was impossible to find a book on religion in a general bookshop; now it may require perseverance and a sharp eye, but there they are, lurking under "Mystical Classics", "The Mind of Man and the Occult", and "Justifiably so" for publishers, booksellers and book buyers are taking God and spirituality out of the discredited cupboard and finding them in the life of a pop star, a study of homosexuality, a dictionary of Zen.

However, "religious publishing" still means, for many people, books for academics and theologians, and books about the church.

Selling equally steadily, and also not by a long way, to the general public, are Jewish religious books. There are the great Hebrew classics—the Bible, the Talmud, the

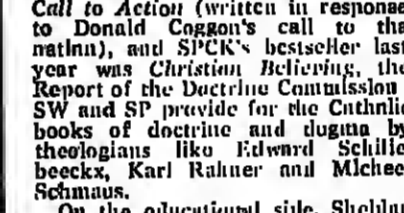
Jewishness

Judaism. By Seymour Rossel. Franklin Watts £1.95. 531 0841 X.

Zohar, published by Soncino Press, there are the books on Rabbinics, Biblical commentary and liturgy, and the popular paperbacks, like Schneerson's When Children Ask About God, by Harold Kushner.

Although there is a smaller demand for books in England than in the United States or in Israel, David Hackner, joint honorary secretary of the Jewish Memorial Council, is encouraged by the growing interest in the annual Jewish Book Week—titles like Golda's Balcony (WN), Irving Howe's The Immigrant Jews of New York (RKP), The Jews of Russia by Martin Gilbert (National Council of Soviet Jewry) and The Book of Books (Soncino) were selling fast.

Specialist publishers like Shambhala (distributed through RKP) and Rider (Hutchinson) have steadily sales among students and young people; Shambhala is "a new world", particularly through Buddhist and Tantric philosophy and literature, while Rider (originally known as occult publishers) like to think of themselves as publishing "lifestyle" rather than religion.



SHAMBHALA PUBLICATIONS

Within Western Christianity, too, there is a parallel movement upwards, towards spirituality and devotion, self-found truths and individual experience.

A few typical bestsellers: from DLT, Harry Williams's Becoming what I am, and Carlo Carretto's Letters from the Desert and The God who Comes; from SPCK, George Appleton's One Man's Progress and Morton Kelsey's The Outer Side of Silence; from Sheed and Ward, Edward Farrell's Prayer is a Hunger and Ruth Barnes's Guidelines for Mystical Prayer;

Back in the Gentile world, as there have been fewer vocations to the ordained ministry, so the market has been shifting to books for you would not have them do unto you—the rest is commentary."

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the Christian hymn and the curious general book buyer. And as they in turn have become disillusioned with the effect of the organized church in society, so there has been a general turning away from the political ideology of the sixties (though SCM still has an impressive catalogue of Ethics and Sociology titles) and a disenchantment with creeds and catechisms.

For the past two decades, the growing interest in Eastern religions has affected publishing in several ways. Publishers, always waving their antennae for scents in the prevailing wind, have to be particularly astute here, to be ready to provide a rash of books on the latest guru, for the next oasis on the pilgrim's path. For instance, Zen, which has been going strong since the fifties, is showing signs of reaching its peak. Tibetan Buddhism is favoured at the moment.



MISTER GOD

Complementary to books of meditation, and certainly equally popular are those that deal with charismatic experience and healing. Again most religious publishers represent this interest, but the field is particularly well-served by Redemptorist Publications (RP), a religious order who publish and distribute many American Catholic works, Hodder and Stoughton (HS) and Collins; Fount (the new imprint for Fontana Religions), titles like The Gift of Healing, by Ruth Carter Stapleton (HS) The New Pentecost, by Leon Joseph, Cardinal Suenens (Fount) and Healing by Francis MacNutt (RP/Ave Maria) are all selling well.

Attracting the same sort of readership (and also largely influencing it) are books on religion and popular psychology and self-help psychiatry, on the relationship of Christianity to, for example "Living and Loving" (the title of a book by A. M. Ryan, RP, Argus Communications) is the one-year-old UK division of a US publisher, and their main author, John Powell, SJ, is both a learned Jesuit and a warmly ecumenical writer with strongly ecumenical aims. His Faith, Hope and Charity is a highly illustrated and popular work for "a new life through a new vision" has sold 5,000 copies since November.

At the centre of this growing interest in individual experience lie the enormous popularity of the "religious" biographies—and if a publisher has a big name, he can't be far from the centre. Hodder have sold 200,000 copies of Coria Ten Boom's The Hiding Place, there is Charles Colson's Born Again "what really happened to the White House hatchet man" and projected biographies of Cardinal Hummel and Cliff Richard, while Collins can boast the life stories of Pope John and Malcolm Muggeridge.

But it is not only the big name that counts—books of sensational or unusual religious experience quickly capture sales both in religious and in general bookshelves, circles. Fyne's Mister God, this is Anna (Collins/Fount), Czech Note, by David Hathaway (MMS) and Gurus Jesus, by Robert van de Weyer (SPCK) are among many bestsellers.

Numbers

Numbers. Edited by John Sturdy. Cambridge Bible Commentary series. £7.50. 0521 08632 9. £2.95.

This new volume, like others in the series, is thorough and challenging. The introduction, though only one page long, is very worthwhile. It begins with those who do not accept that there ever was a separate source. E. J. Thomson

than secular, that prospective buyers still go for the imprimatur to find what they want. Of all the religious publishers that exist (and I have mentioned only a representative few) each has, as yet, a fairly clear identity and serves a particular field of interest—which is why, to some extent, they can keep going.

But things are rapidly changing—buyers may well find themselves becoming confused as each house broadens its coverage and cuts across denominational and sectarian boundaries. Hodder declared "we're backing God in whatever form He appears"; in 1978 they are to bring out a joint imprint with RP. This sort of attitude would have been impossible 20, even 10 years ago; now the movement towards a search for basic spiritual truths makes this not only possible but also economically necessary.

While inflation is affecting more specialist publishers (DLT, SPCK and Sheldon are having either to cut down on new titles, increase reprints or broaden their catalogue to include secular literature), the general move from specialist to lay interest, from the religious bookshop to the general outlet is largely what is holding religious publishing up amid the dire economic problems of the book trade in the 1970s.

Fount proclaims that its purpose is to "cut across religious barriers in an attempt to appeal to the widest cross-section of the general public". Preaching to the unconverted can, of course (if done the right way) make good economic sense. Hodder and Collins are already well established in this field, while Lion,

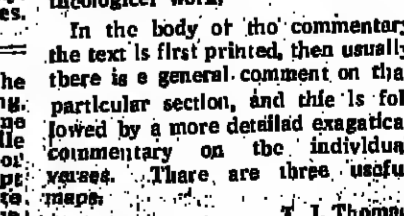
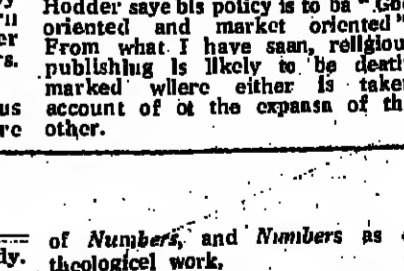
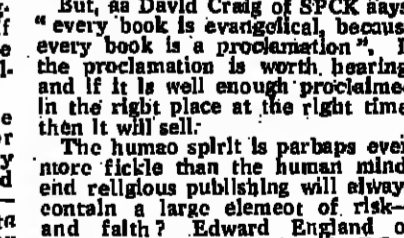
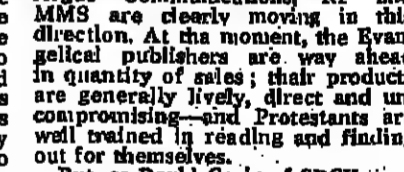
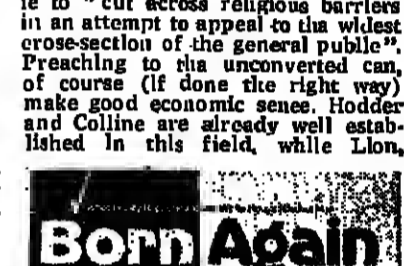
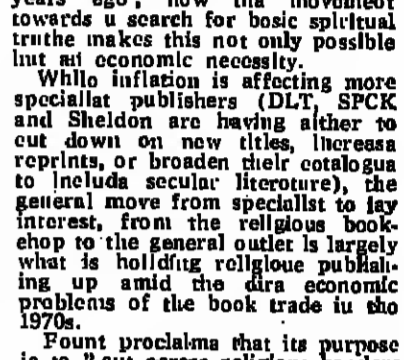
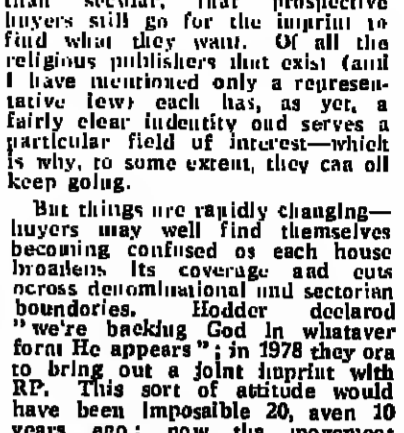
Argus Communications, RP and MMS are clearly moving in this direction. At the moment, the Evangelical publishers are very ahead in quantity of sales; their products are generally lively, direct and uncompromising—and Protestants are well trained in reading and finding out for themselves.

But, as David Craig of SPCK says, "every book is evangelical, because every book is a proclamation". If the proclamation is worth hearing, and if it is well enough proclaimed in the right place at the right time, then it will sell.

The human spirit is perhaps even more fickle than the human mind, and religious publishing will always contain a large element of risk—and faith? Edward England of Hodder says his policy is to be "God oriented and market oriented". From what I have seen, religious publishing is likely to be the death-marked where either is taken account of or the excess of the other.

of Numbers, and Numbers as a theological work. In the body of the commentary the text is first printed, then usually there is a general comment on that particular section, and this is followed by a more detailed exegetical commentary on the individual verses. There are three useful maps. T. J. Thomson

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# Children without roots

Nick McCarty and Philip Christoudoulou report on some of the problems facing Cypriot refugee children in settling in to the English way of life

Alexandra is 13. She came to London after the Turks bombed Famagusta, and lives with her father's sister in Islington. After two years she has still not become used to the grey sky "that sits on your head day after day". Nor to the endless dreary streets. And Alexandra is afraid.

She is one of the 2,000 children who came to Britain after the Turkish invasion of Cyprus in 1974, and were only afforded six-month "long-term visitors" visas. The Home Office refused to classify them as refugees, despite the fact that they had been forced from their homes at gunpoint, that strangers now live in their homes, and that they have nowhere else to go.

"There's nothing like your own country, the place you were born", said Alexandra. "At the moment, though, there are other people there instead of me. I would only go back if there was a settlement in Cyprus."

Children such as Alexandra have lived in Britain since the invasion, often with god-parents or uncles, or with friends of friends of their families. They are constantly under the threat of deportation. Many have had to face an alien land without a close relative to help them. They have not been helped by the official attitude.

The Parliamentary Select Committee on Cyprus reported that the Home Office attitude had been for some time. "The situation in Cyprus has not been regarded as of such a nature as to justify the wiving of immigration rules." The report went on to say that the Home Office policy had shown a failure to respond promptly and humanely to the effects of invasion of a Commonwealth island. The problem continues, as the Turks are still pressing the Greek Cypriot population left in the north of Cyprus to leave their homes and lands to the invaders.

Not every United Kingdom authority and educational establishment made an effort to cope with the problem at the outset. In areas that were least sympathetic or less responsible, no care was taken to provide extra help with the language problem. Others reacted differently.

A teacher in Haringey had nothing but praise for his authority and his school, in which there are approximately 50 refugee children. "The girls have made more progress than the boys, which is the usual picture; but all the boys and girls who arrived here in 1974 have mastered the English language, and have now started some positive progress in the rest of the academic subjects."

It may be that in Haringey they have been lucky enough to have a number of Cypriot teachers. In other authorities children and teachers were faced with an indifference that bordered on hostility. Some even used the status of the children as "long term visitors" to deny them education. It took a directive from the ministry, after the

press had taken up the issue, to make these authorities take in the children who had been victims of the war.

Haringey, Camden and Islington in London recognized the need to organize a crash course in English for the children. They ran a two-tier system; children went for language training for half a day, and to their own school for the other half. One of the aims was to integrate the children as soon as possible with their peers. But Petrova does not find it easy even now. "Kids in Cyprus are much better friends, and out here it's a little difficult to settle. Kids in Cyprus learn much faster. I think the standard in Cyprus is much higher than out here."

Cypriot parents expect their children to work hard. They also expect success. Ambition drives both parents and teachers to demand high levels of application from their pupils. And those who are looking after their nephews and nieces or god children can put even more pressure than the actual parents. They perhaps do not understand that the trauma of the war can still affect children, and become impatient if they do not achieve the sort of results they feel the parents want.

Naturally this sets up tensions within the temporary adoptive home. Many of the Cypriot parents regard the teacher in the way he would be seen in a Cypriot village. It is not easy to explain to a stranger that Christina is tense, silent, and withdrawn because of what happened to her just after the invasion.

Christina never talked about any of it except briefly to her oldest sister, with whom she has been living for the two years since the invasion. The sister eventually took the girl to a social worker in Camden. Throughout the interview the girl sat silent, while her older sister talked. It became obvious that Christina had suffered multiple rape of the hands of the Turkish soldiers who took her village. The girl felt unable to talk about it to anyone for two years is a measure of the failure of all the people concerned.

It is not only in the extreme cases like this that the problems lie. Chris is 14 years of age living with a friend of his father's. He did not know the family before, and has had to adapt to life here without a close relative nearby. "Life is too fast here. Everyone seems to be in such a hurry, and it's much harder than in Cyprus."

His position is made harder because he knows his host family are finding it hard to make ends meet. His father cannot find work in Cyprus, and has gone to the Gulf States to try to make some money to support his wife and Chris's sisters. Chris also expresses the fear that is constantly in their minds: "The immigration people don't want me to stay here, and are supposed to be discussing



Photographs by Doris Parasidis

my case soon. The only way out of it is to get adopted to English parents, so that I can stay."

Efforts have been made by the Cypriot community to ensure their children get the opportunity to have the best education. In England this is true not only for the boys, but for the girls also. Marie is 14, and intends to stay on at school after 16—"which is something I wouldn't do in Cyprus. Over here you are given every opportunity and helped in every way if you want to learn", she said. "In Cyprus we were given more work and stricter teachers."

In a male-oriented society, this opportunity for the girls has not been common. It may be that, with the virtual breakdown of the dowry system, the women have been liberated. They will certainly be in a position where skills, professional ability, and higher education will be offered instead of the traditional dowry house. It is a step away from a more repressive system.

Many children we talked to stressed the difference in discipline, seeming to prefer the stricter system they had left behind. Perhaps this was natural. Many who have been thrust out from their families into the hands of strangers find that freedom is the most frightening aspect of their lives.

Trena is 16, and attends a school in Islington. "Students are far more polite in Cyprus. Kids here do things that we would never dream of doing in my old school. It was hard settling in at first, but I have now more or less mastered the language and got used to the life. . . . You're much freer here than in Cyprus really. I mean here you give a damn. In Cyprus if you do something which isn't accepted by everyone else, you're branded."

As a social worker involved with these children said: "The old standards and attitudes to family and responsibility die very fast in our more sophisticated society. These children, who have already lost so much, who have no roots, and who in many cases are separated from their families, are easy marks for those who would exploit their disorientation." He felt many might

be happier back among their roots. "Having already experienced a loss of identity by being removed from their homes and villages, they were sent here into an alien culture, which only compounds their loss."

The children have differing views about going home. Christina notoriously enough said: "All I want is to go home. But under conditions of safety. . . easier said than done!" Alexandra knew what she wanted. "I would get British citizenship tomorrow. You're safe here, aren't you? The Turks aren't going to come and take over this place? Are they?"

Pantelakis, aged 13, was sure. "Although I said Cyprus is better than England, I would never go back there. Turks or no Turks. Certain scenes have stayed in my head that have put me right off going back. . . ."

The uncertainty is causing acute anxiety among many children. Educationally it can do nothing but exacerbate their already deep problems by keeping the threat of deportation hanging over them. They may, in the words of the social worker, be "going back to the roots of their culture", but they would most certainly not be going back to their homes. They would be going to the refugee camps in the south of Cyprus, for the Turks have continued their policy of expelling Greek Cypriots.

The Home Office is now stepping up the pressure on the Cypriots who came as a result of the 1974 invasion. In a recent survey, the Cyprus Refugee Action found that out of 20 homes visited, ten had a member of the family under sentence of deportation, and more than half of the rest were aware of a decision. A boy of thirteen has been told that he could stay if "he agreed to change from the public to the private sector of education". He is not an isolated case.

Credit for the efforts being made to integrate these children into our schools must go to individual head teachers and staff, and to the children themselves. They have shown a determination not to be defeated in the struggle to rebuild their shattered lives. It would help them if they knew they were to be allowed to stay and complete their education.

# A unique event in British Drama

# THE TIMES SHAKESPEARE



## The works of Shakespeare on tape cassette, featuring leading British actors

The simple inexpensive way to build your own collection of Shakespeare's treasury. Ideal for schools, drama clubs, etc.

Our greatest literary heritage is now available on tape cassette. The Actors' Co-operative organised by Authortapes are producing taped adaptations of the works of Shakespeare. Times Newspapers Ltd, when they heard of the project, expressed their enthusiasm by lending their support. Each cassette, lasting approximately 60 minutes, will feature leading British actors and will include an introduction (prepared by Dr. Gareth Lloyd Evans and spoken by Leigh Crutchley) to set the plays in literary and historical context—plus a specially selected musical background. The directors are Frank Hauser and Charles Lefeaux.

**SPECIAL OPPORTUNITY**  
The first five cassettes (stereo/mono compatible) are now available prior to general distribution as a special concession to readers of this journal. Please use the coupon to order.  
The price is £4.95 per cassette, inc. postage, packing and VAT.

These are the first five tapes; others will be announced at regular intervals over succeeding months:

- TWELFTH NIGHT featuring Dorothy Tutin, Derek Godfrey, Diann Fairfax
- MACBETH featuring Stephen Murray, Barbara Jefford, Marius Goring
- JULIUS CAESAR featuring Stephen Murray, Barbara Jefford, William Squire, John Rye
- HENRY V featuring John Rye, William Squire, John Gabriel, Julie Hallam
- ROMEO AND JULIET featuring Barbara Jefford, John Rye, Stephen Murray, Hayden Jones

The text is based on the NEW PENGUIN SHAKESPEARE.

To: The Times Shakespeare, Terence Ltd, P.O. Box 80, Slough, SL3 8BN. (Reg. in England 1251135)  
Please send me The Times Shakespeare cassettes as marked here.  
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TWELFTH NIGHT  MACBETH  JULIUS CAESAR   
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NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_

(Note: Also available through the Educational Productions Ltd catalogue.)



Cypriot children in Tollington Park School, London, last year, during a visit from their country's Minister of Education, Andreas Mikellides.

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## Nursery Education Headships

**WEST YORKSHIRE**  
NORTHAMPTON R.C. JUNIOR INFANT SCHOOL  
Application forms and further details for the post of Nursery Headship are available from the Headmaster, Northampton R.C. Junior Infant School, 100, Northampton Road, Northampton, NN1 2JL. Closing date 20th April 1977.

## Other Appointments

**HAMNET**  
London Borough of Hamnet  
Headship for September 1977  
Application forms and further details for the post of Headship are available from the Headmaster, Hamnet School, 100, Hamnet Road, Hamnet, London, E15 2JL. Closing date 20th April 1977.

## LEICESTERSHIRE

**LEICESTERSHIRE**  
LEICESTER JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Leicester Junior School, 100, Leicester Road, Leicester, LE1 2JL. Closing date 20th April 1977.

## CLAVN COUNTY EDUCATION

**CLAVN COUNTY EDUCATION**  
LEICESTER JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Leicester Junior School, 100, Leicester Road, Leicester, LE1 2JL. Closing date 20th April 1977.

## NORTH YORKSHIRE

**NORTH YORKSHIRE**  
LEICESTER JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Leicester Junior School, 100, Leicester Road, Leicester, LE1 2JL. Closing date 20th April 1977.

## STAFFORDSHIRE

**STAFFORDSHIRE**  
STAFFORD JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Stafford Junior School, 100, Stafford Road, Stafford, ST1 2JL. Closing date 20th April 1977.

## WILTSHIRE

**WILTSHIRE**  
WILTSHIRE JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Wiltshire Junior School, 100, Wiltshire Road, Wiltshire, W1 2JL. Closing date 20th April 1977.

## ST. HELENS EDUCATION COMMITTEE

**ST. HELENS EDUCATION COMMITTEE**  
ST. HELENS JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, St. Helens Junior School, 100, St. Helens Road, St. Helens, W1 2JL. Closing date 20th April 1977.

## Primary Education Headships

**BEDFORDSHIRE**  
BEDFORD JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Bedford Junior School, 100, Bedford Road, Bedford, MK43 2JL. Closing date 20th April 1977.

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## Peripatetic Advisory Teacher for Primary Schools

Applications are invited for the post of peripatetic teachers, preferably with a first third of their years in infant and/or nursery classes, is essential. The salary is for a Group 3 Headteacher, with subsistence and travelling allowances.

## Classified Advertisements

The charge for advertising in all classifications is 66p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

## Primary Schools HEADSHIPS MARYLAND JUNIOR SCHOOL

Gurney Road, London E15 1BL. Roll: 265  
Required September, 1977  
Group 5  
Burtham Coe plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £278.

**Peripatetic Advisory Teacher for Primary Schools**

Applications are invited for the post of peripatetic teachers, preferably with a first third of their years in infant and/or nursery classes, is essential. The salary is for a Group 3 Headteacher, with subsistence and travelling allowances.

Application forms and further details from the Secretary for Education, County Hall, Truro, on receipt of a stamped addressed envelope.

Closing date 2nd May, 1977.

**Classified Advertisements**

The charge for advertising in all classifications is 66p per line (minimum 3 lines). Display in classified advertisements £3.80 per single column cm (minimum space 9.5 cm double column at £72.20).

A charge of 50p is made for Box Number facilities.

Advertisements published in the Scottish edition only will be subject to a 25 per cent discount on the above rates.

Advertisements received by Monday will be published in the following Friday's issue subject to availability of space. Copy should be sent to:

The Advertisement Manager,  
The Times Educational Supplement,  
New Printing House Square, Gray's Inn Road, London WC1X 8EZ.

by Monday for the following Friday's issue.

**Primary Schools HEADSHIPS MARYLAND JUNIOR SCHOOL**

Gurney Road, London E15 1BL. Roll: 265  
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Group 5  
Burtham Coe plus London Allowance £402 plus Annual Supplement £312 plus Social Priority Allowance £201 or £278.

Previous applicants need not reapply.  
Education Office,  
Broadway,  
Stratford E15 4BH,  
Director of Education.

**PRIMARY Deputy Headships continued**

**BEDFORDSHIRE**  
EDUCATION SERVICE  
NORTHAMPTON JUNIOR SCHOOL  
Application forms and further details for the post of Deputy Headship are available from the Headmaster, Northampton Junior School, 100, Northampton Road, Northampton, NN1 2JL. Closing date 20th April 1977.

## Appointments wanted

**WILTSHIRE**  
WILTSHIRE JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Wiltshire Junior School, 100, Wiltshire Road, Wiltshire, W1 2JL. Closing date 20th April 1977.

## Other classifications

**WILTSHIRE**  
WILTSHIRE JUNIOR SCHOOL  
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**EAST SUSSEX COUNTY COUNCIL**  
HOVEWOOD JUNIOR SCHOOL  
Application forms and further details for the post of Headship are available from the Headmaster, Hovewood Junior School, 100, Hovewood Road, Hove, BN1 2JL. Closing date 20th April 1977.

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**EXPERIMENT IN COMMUNITY EDUCATION CO-ORDINATOR**

In co-operation with the General Van Leer Foundation the Education Committee have been conducting an Experiment in Community Education in three areas of the City. The Project which began in September 1974, has been designed to involve both statutory and voluntary agencies and to use the local primary and nursery schools on the local points for the educational and social rehabilitation of the three areas they serve.

The present Co-ordinator is to become Head of an Infant primary school in September 1977 and applications are therefore invited for a new Co-ordinator who will be responsible for leading the existing pioneer project into its second stage. Building on the success of the first stage, the new Co-ordinator should be able to develop the project with a view to its generalisation. He would provide overall supervision and support to those involved. He would work closely with the Head of the schools concerned, the Inspector and the Principals of Further Education, as well as with Heads of City Department.

Salary—from £8,000-£9,000 depending upon experience and qualifications.

Further particulars and forms of application may be obtained from the Chief Education Officer, Billing Branch, Education Office, Birmingham City Council, Birmingham. Completed forms of application should be returned not later than April 27, 1977.

There is a scheme for assistance with removal expenses.

**BIRMINGHAM CITY COUNCIL**

# LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

### Special Schools

W.292 FARNVILLE SCHOOL (E.S.N.M.) (No. on roll: 188; 5-12 years)  
Clayton Lane, Leeds LS14 1RP  
Telephone: 234810  
Headteacher: M. A. V. Carlin

### Primary Schools

#### Headship

W.292 WESTFIELD PRIMARY SCHOOL (No. on roll: 338; 5-8 years)  
Curley Road, Leeds LS3 1UP  
Telephone: 234810  
Headteacher: M. A. V. Carlin

#### Scale 2 Posts

W.293 IVESON HOUSE PRIMARY SCHOOL (No. on roll: 261; 5-8 years)  
Iveson Hill, Leeds LS10 0LY  
Telephone: 673020  
Headteacher: Mrs. P. White

#### Scale 1 Posts

W.294 OTLEY NEWALL FINCH SCHOOL (No. on roll: 240; 5-8 years)  
Newall Carr Road, Otley, Leeds LS21 2AU  
Telephone: 674504  
Headteacher: Mrs. G. M. Grace

### Middle Schools

S.298 WOOD GAITRELL MIDDLE SCHOOL (No. on roll: 888; 9-13 years)  
St. Anthony's Drive, Leeds LS11 6AD  
Telephone: 718563  
Headteacher: Mr. H. Wainman, B.A., A.C.P.

### High/Secondary Schools

#### Deputy Headship (Group 13)

N.577 ROUHVAVY SCHOOL (No. on roll: 1,428; 13-16 co-educational including 358 in Sixth Form)  
Clatshaw Lane, Leeds LS8 1TD  
Telephone: 6539 8585/14

#### Scale 4 Posts

N.578 ROUHVAVY SCHOOL (No. on roll: 1,428; 13-16 co-educational including 358 in Sixth Form)  
Clatshaw Lane, Leeds LS8 1TD  
Telephone: 6539 8585/14

#### Scale 3 Posts

N.579 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 2 Posts

N.580 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 1 Posts

N.581 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 1 Posts

N.582 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 1 Posts

N.583 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 2 Posts

N.584 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

#### Scale 2 Posts

N.585 DEARBORN ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 290; 5-8 years)  
Dearborn Road, Leeds LS11 8JD  
Telephone: 133778

CITY OF LEEDS SCHOOL (No. on roll: 1023; 13-16 years)  
Grovehouse Lane, Leeds LS2 8BP  
Telephone: 254825  
Headteacher: Mr. E. A. Rockwell, B.A.

N.582 Teacher for HOME ECONOMICS and NEEDLEWORK to O.C.E. 'O', 'A' and 'A' level.

N.583 Teacher for some of the following subjects taught within the Business Studies Department: COMMERCE, SHORTHAND, TYPE WRITING.

OISELLEY, ST. MARY'S R.C. COMPREHENSIVE (AIDED) SCHOOL (No. on roll: 856 (Mixed); 11-18 years)

N.584 Senior Teacher to assume academic responsibility for the Upper School (Years 5 and 6).

SCALE 2 POST  
N.585 Lively, well-qualified and experienced graduate in ENGLISH to second in Department.

TEMPORARY POST (SCALE 1)  
N.586 FOXWOOD SCHOOL (No. on roll: 1,889; 13-16 years)

N.587 SENIOR MASTERS/MISTRESSES (Deputy Head Scale Group 13)

SCALE 1 POSTS  
N.588 GORFORTH COMPREHENSIVE SCHOOL (No. on roll: 1,765; 11-18 years)

N.589 HEAD OF RELIGIOUS AND COMMUNITY STUDIES within the area of Humanities.

N.590 HEAD OF ART within the area of Creative Studies.

N.591 OREON SCHOOL (No. on roll: 1,850; 13-16 years)

N.592 TEMPLE MOOR NICH SCHOOL (No. on roll: 940 Boys; 13-18 years)

N.593 SODLILAN SCHOOL (No. on roll: 1,089; 11-18 years)

N.594 MORLEY NICH SCHOOL (No. on roll: 1,176; 11-18 years)

N.595 ASSISTANT TEACHER FOR ART.

N.596 INTAKE NICH SCHOOL (No. on roll: 848; 13-16 years)

N.597 WEST LEEGS GIRLS' NICH SCHOOL (No. on roll: 888; 13-16 years)

N.598 ABBEY CHURCH OF ENGLAND (AIDED) SCHOOL (No. on roll: 780; 13-16 years)

N.599 ABBEY CHURCH OF ENGLAND (AIDED) SCHOOL (No. on roll: 780; 13-16 years)

N.600 ABBEY CHURCH OF ENGLAND (AIDED) SCHOOL (No. on roll: 780; 13-16 years)

### Technical Studies

#### Scale 1 Posts

STAFFORDSHIRE EDUCATION COMMITTEE (No. on roll: 1023; 13-16 years)

#### Other than by Subject Classification

#### Other Posts on Scale 2 and above

#### Music

#### Other Posts on Scale 2 and above

#### Music

#### Other Posts on Scale 2 and above

#### Music

#### Other Posts on Scale 2 and above

#### Music

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STAFFORDSHIRE EDUCATION COMMITTEE (No. on roll: 1023; 13-16 years)

#### Other than by Subject Classification

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### Education Department

Maylands School for Girls (Roll 730)  
Broadstone Road, Oil Albany Road,  
Hornchurch RM12 4AJ  
Required September 1977

## Headteacher

For this live-form-entry, Group 0 Girls' Comprehensive School situated in modern buildings on one site. The vacancy has arisen due to the retirement of the present Headteacher.

There is a scheme for removal expenses.

Application forms and further details available (S.A.E.) from the Director of Educational Services, Mersey House, Motcomby Gardens, Plomford RM1 3QR, to be returned by Monday 2nd May 1977.

### SHENLEY COURT SCHOOL

SHENLEY LANE, BIRMINGHAM B29 4HE  
(Group 13)

Applications are invited from suitably qualified teachers for the post of

## HEAD TEACHER

of the above school, to commence duty in September, 1977.

Shenley Court is an eleven-form-entry, purpose-built, Comprehensive School in the South-Western Suburbs of the City.

Application forms and further details may be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham B3 3QU, and should be returned not later than April 27, 1977. There is a scheme for assistance with removal expenses.

# BIRMINGHAM CITY COUNCIL

## Somerset

### STANCHESTER COMPREHENSIVE

Stoke-sub-Hamdon, near Yeovil

## HEAD

of this 11-18 age range, mixed comprehensive school, 718 on roll.

Appointment to commence January, 1978.

Salary: Group 10 £7,787-£8,391 (plus 1977 Award).

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 2nd May.

## Hampshire

### ST. GEORGE CATHOLIC SCHOOL

(AIDED)—GROUP 8

Applications are invited for the appointment to the

## HEADSHIP

of this 11-16 boys' comprehensive school from September, 1977. Applicants should be practising Roman Catholics.

Application forms and further details from the Area Education Officer, Arundel Towers North, Portland Terrace, Southampton. Completed applications to the Rev. Canon G. Dwyer at St. Edmund's Presbytery, The Avenue, Southampton SO9 4TF.

Closing date for applications: 2nd May, 1977.

### London Borough of Sutton

#### Carshalton High School for Girls

(West Street, Carshalton)

## Headteacher Group II

Applications are invited for this post of Headteacher of this six-term-only school which has 1,026 girls aged 11-18 on roll. Vacancy due to retirement. Previous applicants need not re-apply, they will be considered. Further particulars and application form from Director of Education, The Grove, Carshalton, Surrey SM6 3AL. Closing date: 6th May, 1977.

## SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.  
Generous relocation expenses in approved cases.

### HEADSHIPS

#### ABBOTSFORD COUNTY SECONDARY SCHOOL

Stanwell Road, Ashford (1,172 on roll, expected to be 1,450 by 1979)

The Headship of this mixed comprehensive school (12-18) is vacant from September, upon the retirement of the present Head and it is hoped to appoint from that date. The school was reorganised in 1973. Salary Group 12, £7,455-£8,075 plus £312 (1976 supplement), subject to current restrictions on progression beyond £8,500 per annum, plus £189 (1977 supplement).

Re-advertisement: all candidates will be considered together.

#### DE BURGH COUNTY SECONDARY SCHOOL

Merrell Gerdans, Tadworth (835 on roll, September, 1976)

The Headship of this mixed comprehensive school (12-18) is vacant from September, upon the retirement of the present Head and it is hoped to appoint from that date. The school was reorganised in 1973. Salary Group 10, £7,455-£8,075 plus £312 (1976 supplement), subject to current restrictions on progression beyond £8,500 per annum, plus £189 (1977 supplement).

Re-advertisement: all candidates will be considered together.

Application forms and further details available on receipt of a stamped addressed, postage envelope from the County Education Officer, County Hall, Kingston-upon-Thames KT 20J. Please specify post(s) in which interested. Completed applications to be returned by 29 April, 1977.

## Salop County Council

### STIRCHLEY COUNTY MIDDLE SCHOOL

Stirchley, Telford TF3 1FD  
Required for September, 1977:

## Teachers

for an integrated, environmentally-based programme. Creative approach essential, additional interest in:

- MATHEMATICS
- ENVIRONMENTAL SCIENCES
- AND CRAFT

The post of SECOND MASTER/MISTRESS and others at Scale 1-3 are available according to experience.

Application forms (with S.A.E.) and return to the Headmaster, Mr. D. T. Jones.

STIRCHLEY COUNTY MIDDLE SCHOOL, Stirchley, Telford TF3 1FD





G. E. Perren on the National Congress on Languages in Education

# A community of purpose?

The public history of British education is punctuated by attacks of professional conscience and by periodic growths from the taxpayer about value for money.

Such spasms may produce hilly reports, but these are sometimes delayed that they reach the public only after copiously leaking at the edges like overripe Camembert. Too big or too comprehensive to be absorbed before being outwitted by changing conditions, they neither surprise nor stimulate and become historical documents almost overnight.

The effective alternative to the classic Royal Commission, a national committee or appointed council of wiseacres may be required public discussion. This we are now supposed to be involved in a Great Debate—in which the public is invited to tell educators not only how to run their schools, but what that job really is. This may be very good for both sides, but as on other occasions, when challenged, the professionals may well close their ranks and concentrate on defending their interests rather than on setting them in order.

It is characteristic of professionalists to establish associations, rituals and codes to protect and extend group interests, to safeguard technical standards and sometimes to preserve the mystery of their craft. Teachers are no exception. New organizations arise to justify new professional stances, multiplying in times of plenty when older unities fragment, but under stress, initiating for mutual support.

Nevertheless, education is composed essentially of subjects and disciplines, all of which generate healthy herds of specialist groups which can contribute to the whole if they retain a community of purpose which transcends any technical disputes. Nowhere is this more true than in language and languages.

In education, the very term language has become curiously imprecise. In the sixteenth and seventeenth centuries it meant Latin; by the late nineteenth, vaguely literary English and vestigial classical grammar. Although when foreign languages were first required in the curriculum, they were regarded as possible new elements in this amalgam, they soon sought and found a more independent modern role.

Former teachers of French, German and Spanish did not contribute to language in education; they merely taught languages. To most general educationists today, language means English, and even among language teachers there is little notion of any unifying curriculum fully comprising all the languages in education. (The Bullock report did not even mention modern languages.)

Pupils are left to make their own syntheses of all the varieties of linguistic experience which schools provide—at a time when communication skills are rated higher than ever before.

Questions about the future of modern languages in the curriculum cannot be resolved by simple decisions about priorities according to currently assumed political, cultural or social needs; the system is too complex and the needs are too fluid. But as

Continuity was to be the important principle. Continuous activity rather than a periodic economic council was desirable, and this could best be maintained by specialist working parties which would study and report on major problems judged to be of concern to most if not all constituent associations.

These working parties would then report to biennial assemblies of delegated representatives of the associations, who there should be discussion and stocktaking in public. The assembly's other main task would be to specify subjects for new working parties to study and report on at the next assembly, according to whatever national requirements it identified as most urgent. If the assembly made judgments, statements or recommendations it would be able to speak for the whole range of professional opinion which it would represent.

Rather than begin with an assembly to decide what the first working parties should study, it seemed best to set these up right away, both to exemplify the principle of continuity and to provide the first assembly to be held in 1978 with a clear and responsible task, leaving a valid basis of information.

For these first working parties, two subjects of wide interest and concern to most of the constituent organizations were eventually chosen. Both would require highly expert and experienced leadership; fortunately this became available when Professor E. W. Hawkins and Professor A. Spicer accepted invitations to set up groups to study (a) the priorities to be given to non-native languages at all levels of education in Britain and (b) the relationship between the acquisition/teaching of mother tongues and the learning/teaching of other languages.

Both working parties now consist of a nucleus of about 10 to 12 individuals chosen for their personal expertise, one supported by 23 and the other by nine consultant units representing various constituent associations. Both have been at work since December, 1976, and have now developed very full programmes, aiming to complete their reports early in 1978.

The Department of Education and Science and the Scottish Education Department have nominated the HMI to be observers in these groups, while the Centre for Information on Language Teaching and Research is providing administrative support and technical assistance.

During 1977, two conferences convened by CILT are enabling the working parties to widen their catchment and coordinate their interim views. The first was held on March 18-20 under the title "Foreign languages in the curriculum: where and why?". The second is due to take place from July 13 on "Language and languages in education".

The scheme required initially goodwill, which seems assured, but it ultimately demands the continuous application of collective professional judgment to the changing needs of education as a whole. Much will be learned from the studies of the first working parties; more will depend on the concerted responsibility of the first assembly. This is expected to take place at Durham on July 2-6, 1978.

The congress is concerned with all the languages involved in education, whether these are native or foreign. In Britain, some—including English—have an important role as both. Significantly, the working parties are already receiving active cooperation from all levels, including universities, polytechnics, colleges of education and schools. There is no closed shop; a community of purpose seems to be emerging.

It became clear that any continuous professional debate on a national scale would require a framework for discussion and monitoring of outstanding problems, which was beyond the scope of any existing body. Proposals were made and referred to the various associations for their approval during 1975, leading to the formation of a programme committee under the chairmanship of Professor S. P. Corder. This should organize a National Congress on Languages in Education, which would produce a sustained organic relationship rather than just another big conference. By 1977 the number of constituent associations had risen to over 25.

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withdrawal for remedial help should not occur solely in language lessons.

Three general points emerge: first, that a modern language should be part of a compulsory core in the secondary schools; second, that motivation of all pupils is more important than academic objectives relevant only to a tiny minority; third, that teaching methods and materials should reflect the demands of the whole ability range. The HMI report reveals that these points are not widely met.

Many schools have responded to these issues by organizing mixed ability intake. Any scheme of streaming or banding on entry, indeed, is incompatible with the basic principles of all ability schools. Strong, persistent motivation may not produce more academic success in public examination level but will almost certainly increase the number of pupils choosing to con-

tinue their study of a language beyond a two or three year foundation course.

A scheme at Holland Park School, which combined mixed ability grouping with parallel languages taught in the first three years (see figure 2) produced 76 per cent of pupils taking a language at fourth year level. Currently, at Pimlico School, the figure is approaching 70 per cent, resulting from a mixed ability intake and setting in the third year.

The HMI survey is perhaps depressing but need not be a cause for pessimism: its "good" 40 per cent of pupils taking a language in the fourth year can clearly be bettered.

George Yariyava was formerly head of modern languages at Holland Park School, now deputy headmaster at Pimlico School. He is author of "Mixed-ability Teaching in Modern Languages" (Blackie). "Multiple-choice French" (Blackie).

Years:	1st	2nd	3rd	4th	5th	6th	7th
Teaching groups							
1	French	French	French	French	French	French	French
2							
3							
4							
5	German	German	German	German	German	German	German
6							
7	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
8							
9	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
10							
11	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
12							

# Defining the content of the syllabus

We have to look closely at the learners for whom it is intended and ask about their needs. By Eric Hawkins

At a recent seminar on training modern language teachers someone remarked on the danger, when things are changing so rapidly, of initial training courses becoming out of date before the ink is dry on the student's certificate.

It is not simply that panaceas are short-lived. ("Audio-visual est mort", didn't you know?) How can we predict what we shall be aiming to do in modern language classrooms in the eighties? We did not do very well in the sixties at foreseeing the challenges that comprehensive schools would bring. At least we can try to avoid repeating past mistakes.

One of these was to be more concerned with the "form" of the learning package than with the content. It was natural that with a new aid like the tape-recorder we should in the studies have been mesmerized by techniques; that amid so much administrative reorganization we should have been obsessed by the problems of streaming versus mixed ability, or optimum starting ages, etc.

Neville Bennett's much discussed research at Lancaster is only one of many reminders that close attention to what is taught, when and in what order, may be more important at primary level than adopting so-called progressive or traditional methods. Is there a lesson for secondary classrooms, too?

The growing interest in content definition of the foreign language syllabus is welcome because in order to define the content of any particular syllabus we have to look closely at the learners for whom it is intended and ask about their needs. Professor Von Eck, a member of the Council of Europe Project led by John Tyin, makes the point: "It is not sufficient to say that they want to speak the language... In order to specify the situations in which they will use the foreign language, specifying a situation means stating the roles a language user has to play..." (1)

Von Eck is concerned with adult learners. Teachers of adolescents, whose development is (or should

be) greatly influenced by their learning experience, must look not only at the "roles a language user may play" but at the effect that learning a language may have on the learner. Objectives of secondary level may well include future usefulness.

But learning French may be a way of learning how to learn other things (including other languages). Language learning may also be the best way of combating parochialism and challenging the values of housing estate or peer group, of reversing the adolescent's declining respect for empathy. (It is no mystery that observers of racial bitterness in Notting Hill or sectarian prejudice in Belfast have noted that it is in the immediate post-adolescent years, the classical years of insecurity, that reactions are most violent.)

If the content of the curriculum is of all relevant in shaping adolescent values modern language study would seem to have a role that no other curricular activity could supplant. It is typical of British insularity that in the lengthy and much-quoted Bullock report, a *Language for Life*, the fact that our lives are lived in a polyglot world among neighbours who speak interesting foreign languages is nowhere mentioned.

Concentrating on content, unlike preoccupation with techniques, may encourage us to keep asking the important questions for... If the history of attempts to define syllabus content, hitherto, has shown a preoccupation with tangible objectives based on usefulness, this need not invalidate the work done by our neighbours who speak interesting foreign languages is nowhere mentioned.

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the linguistic content to be mastered were almost frankly at achieving economy of effort and so improving motivation. A pioneer of such a "reduced" syllabus was G. K. Ojeda, whose BASIC (2) elaborated with A. Richeard appeared in 1930. Though concerned with English as a foreign language, the experiment interested language teachers everywhere. After some success, chiefly in India, it was briefly taken up by Churchill during the war but is now largely forgotten.

It was a tour de force of intuition which reduced the learning load for the foreigner to 650 words of English contained on one side of a quarto sheet and so chosen that nearly any normal English text could be expressed in BASIC using suitable circumlocutions. (A brilliantly ingenious dictionary was provided with which translation into and out of BASIC could be effected. (3))

Linguists in the post-war period preferred not to pursue Ojeda's attempt to elaborate a self-sufficient Series 100 System, but chose the rival method of the "vocabulaire de base", a (statistically based) reduced vocabulary conceived as a springboard from which further learning could take off.

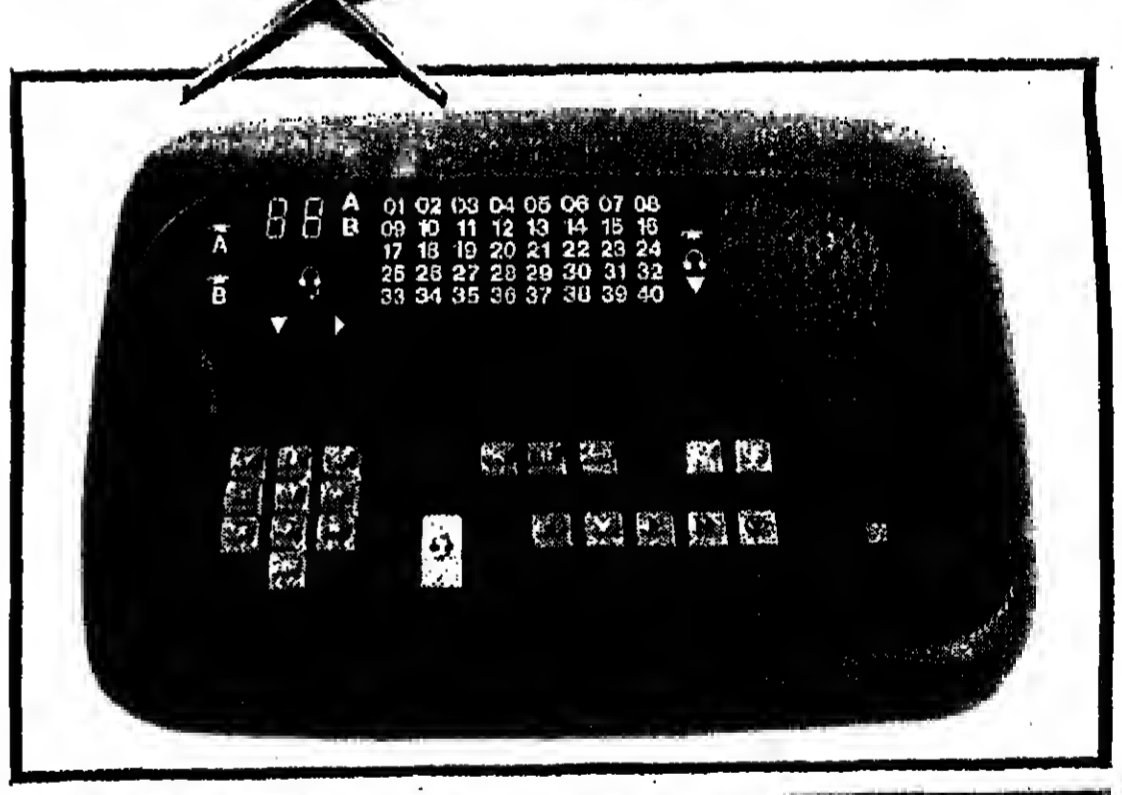
The first 1,400 words of the *Le Français Fondamental* (4) are based on a count of spoken French. The second 1,600 words are drawn from written texts. The two "degrés" have their respective appendices of grammatical structures forming a teaching syllabus for the first two years of study. As a basic vocabulary list, for all its faults, both statistical and linguistic, was an important contribution to which most course writers since have been indebted in some way.

Test Validity

In the 1960s a different argument for content definition, going beyond economy of learning, was advanced, namely the need to improve the validity of public examinations.

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Cybervox has designed out the cumbersome teacher's control, with its row upon row of switch controls, and introduced in its place a table-top Tutor's Control Unit and Pedestal of modern design and simplicity to meet present-day needs.

This pedestal contains the programme recorder and the controls for student group selection and automatic or manual programme transfer. Once the programme has been transferred to the student recorder, the students are monitored from the tutor's control unit simply by pressing the buttons corresponding to the student's number on the 0-9 touch-pad. Once a student is monitored, intercom and remote control of his recorder can be established. A back-illuminated display shows the number of the monitored student, also to which of the two groups the student has been assigned. Other symbols indicate whether the student was listening to the programme or recording a response when monitored, also the status of the rest of the laboratory.

The second matching pedestal CPX houses additional programme sources. Fitted in the top compartment is a three-speed record-playing deck and FM/AM radio. The lockable drawer beneath contains a second programme recorder TPR.

The second pedestal is fully integrated in the system end.

The student cassette recorder when installed in its specially designed furniture with the lid shut is concealed, etc. The first pedestal (designated CPA or CPB in 24-student or 40-student capacity respectively) is the heart of the system, containing all the control circuit modules and the programme recorder. To this pedestal are connected the tutor's control unit and the cables from the student booths. The pedestal control panel carries push-buttons for assigning every student to one of two tuition groups also push-buttons for remote control and programming of student recorder.

\* Leaflet available on request.

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A redundant resource?

R. F. Winter on the effectiveness of the language laboratory in mixed ability teaching

Although language laboratories now feature prominently in secondary schools, there is little evidence of their effectiveness. The most informative research in date to Britain was conducted between 1967-1970 at a grammar school in York through the agency of the Language Teaching Centres at York University.

The decision to open the York study at the Hedley Walter School in Brentwood, Essex, arose from a feeling that different results might be obtained if various limits of the York study—the high average ability of the pupils, the single sex class in which the study was conducted, the inflexibility of timetable and the use of the lab—were changed.

The Hedley Walter School is a mixed comprehensive, well known for its mixed ability methods. It was therefore comparatively easy to establish, first in September, 1975, and then in September, 1976, a pair of matched mixed ability classes. Both classes in each year are taught by the same teacher, using the same basic materials, the Nuffield Foreign Course, in a single sex class in each year.

The same basic pattern of work for each unit of the course is followed by both classes. Initial presentation using tape recorder and filmstrip is followed by written and oral work. In its original form the Vorwärts course provides little scope initially for either written or oral work.

A series of worksheets has been designed to give a basis of written work for each unit. Collected together in the form of booklets, these are used by both classes. Where appropriate, selected exercises are recorded in the form of lab drills.

The Vorwärts course includes a number of recorded four phase drills with the course material. These are used, but only with the laboratory group. Previous experience of using the drills, however, suggested that only the most able children could attempt these drills cold, that is without specific preparation or visual or written cues.

Having practised the drill with or without the aid of the cues the pupil can then complete the worksheet as a written exercise. The worksheets are made available to the non-laboratory class or written work. In addition to the drills provided by the course, a number of supplementary drills plus oral comprehension exercises, with complementary written work sheets, are also devised.

Table with 4 columns: Year One, Year Two, Lab Class, Non-Lab Class. Rows include NFER Verbal Test, Reading Age, Language Aptitude, NFER Verbal Progress Test, and Standard Deviation.

The comparability of the classes, as measured by standard tests, at the outset of the study.

German Democratic Republic. Encounter (in English) gives more weight to these background elements. Treffpunkt (entirely in German) replaces some of the worksheets containing more conversational exchanges and adds interviews with the teenagers and other participants; there is a scripted commentary in simple German and the material is divided into self-contained modules.

Encounter will be particularly useful to linguists as a "motivator" making the German of Treffpunkt more accessible, or to follow-up, to set the language in its wider context. But it is also a strong resource in its own right and will bring to life any European studies or other course which includes a study of modern Germany, linguistically based or not.

Our German teachers have led us to film sequences on railways and waterways, the police and the Post Office, work in farm and factory, shopping, school, church, the frontier with the DDR and spare-time activities like the Scouts, a pop group and the freiwillige Feuerwehr.

We are not alone in finding that after two years or so of language work motivation for and interest in the subject do tend to wane. D. McKenzie describes how the Blakelaw School, Newcastle are tackling the situation

Introducing a third-year option

If innovation be apparent any further in education, then the discipline of modern language studies must, at the very least, be to the fore. With comprehensive education came the certain feeling that language was not for the less able, or that there is a stage at which children reach a ceiling or plateau in such language learning, it must be in Year Three. This is the year when many schools introduce option systems. I usually results in the less able opting out of French so that those who would otherwise mark time in their third year are removed from the system.

Our one concrete support for this theory was the York modern language aptitude test, administered from Years One to Four. The indication was—and it can be no more than an indication given such a small sample—that children in Year Four scored only marginally better than those in Year Two. However, it was no justification in itself for embarking on the scheme we adopted, and there were more tangible motives behind our planning.

We are not alone in finding that after two years or so of language work motivation for and interest in the subject do tend to wane. If these are not arrested then a third, fourth and fifth year of the subject can be almost unbearable for the children. In other words, if children continue past their second year—and this decision may well be a matter not entirely for the head of department but a matter of school policy—then some considerable reawakening of interest is called for.

Since the first three years of school are organized on a common curriculum basis, there is no provision for options in Year Three, so any option for a second foreign language has to be left until Year Four, when a two-year examination course is undertaken by what is a

fairly small group. Placed in this difficult position, French has suffered to a considerable degree as a study in its own right. Thus, it was felt, something had to be done to restore the balance.

Although it would be difficult to assess or document, it seems that if there is a stage at which children reach a ceiling or plateau in such language learning, it must be in Year Three. This is the year when many schools introduce option systems. I usually results in the less able opting out of French so that those who would otherwise mark time in their third year are removed from the system.

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Heinemann Modern Languages advertisement. Includes sections for 'Deutscher Sprachkurs', 'Life in France', 'A Student's Guide to Gide', 'A Student's Guide to Brecht', 'Get to Know France', and 'Get to Know Germany'. Lists books and prices.

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France had to be made as real as possible. Francecscope/Dieppe, Eclair Unit 1.

Eclair: in at the Dieppe end

Sue Prior describes the new ILEA multi-media course for teaching French to 11-12 year-old mixed ability groups

"Mais, madame, qu'est-ce que c'est, exactement, la méthode Eclair?" "Eh bien," I began, and immediately lapsed into a defeated silence at the prospect of trying to explain to a charming, elderly Dieppois just why his unsuspecting town had been chosen as the first centre for the new ILEA multi-media course for teaching French to 11-12 year old beginners...

Diéppe was thought to be a typical and picturesque town on which to base the course. Hard discussions about the merits of paper, print, colour, tapes and films for a month in France got under way mid-June Lockyear, senior editor of the Learning Materials Service and a Good Friend to the project, saved everyone a lot of breath by thinking up the idea of the team visiting one which would stand in both English and French.

A vertical sidebar containing two small photographs. The top one shows a person in a field, captioned 'Sue Prior is a member of the ILEA staff and is now an inspector.' The bottom one shows a group of people, captioned 'Eclair Unit 8: C'est trop petit!'.

Modular approach

By Michel Buckley

In the past few months, there has been a growing awareness among foreign language teachers of the potential benefits of language teaching modules. At conferences as far apart as Sussex and Aberdeen, the teachers taking part appear to have come, quite independently, to the conclusion that modular courses have much to offer.

The Scottish teachers considered that a modular approach could be of particular value in helping learners of average and below average ability to succeed with the learning of a foreign language. The report points out, with greater flexibility in combining subjects and easier transfer from one course to another, they increase opportunities to delay final assessment to a specialist course and provide a safety net by which those who do not stay the course receive credit for what they have done.

The pupils were then given a list of items they might ask for in a café, one page of 20 phrases for each team. Each player in turn in a team asked for something, for example: 'un sandwich?'. 'Oui, monsieur?' 'Je voudrais du beurre, s'il vous plaît.' 'Le "waiter" then went to his pile, to see if it contained what the customer had asked for. If it did, he gave it to the customer and took someone else's order. The first waiter to serve all of the 20 items was the winner.

When the pupils were in their third term and were preparing for a visit to France they were asked what they most wanted to talk about when they met French children. And what they wanted to talk about most of all was themselves. On the basis of an English discussion, we produced a module which equipped them to tell a French person the things they wanted in say about themselves.

A vertical sidebar containing a large photograph of a woman, captioned 'Je m'appelle Lorraine Eadie. J'ai douze ans. J'habite York. J'aime dessiner des fleurs. Je suis grande. J'ai les cheveux longs et bruns. J'aime les pommes. J'aime l'école. Je n'aime pas les chats. Je n'aime pas les souris. J'aime les enfants. Mon anniversaire est le premier Avril. J'ai les yeux bruns. Je mesure un mètre cinquante-cinq centimètres. Je pèse cinquante-huit kilos cinquante. Mes chapeaux préférés s'appellent LES McKeown et David Essex. Ma chanteuse préférée s'appelle Diana Ross. Mon groupe préféré, c'est BAY CITY ROLLERS. Mes matières préférées sont le sport, le français et le dessin. J'aime beaucoup regarder shang-a-lang, kajak, Top of the Top. J'ai deux frères et je n'ai pas de sœurs. J'ai un chien qui s'appelle Glen et Andrea. Glen a neuf ans. Maman est petite et mon père aime écouter des disques. Mon frère aime jouer au football. Mon père est écossais: Maman est anglaise. Andrea aime l'armée.'

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In the Shadow of the Eiffel Tower

Roger Savage
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Aspects de la vie Etudes françaises

D. and K. Matthes
Adapted by M. E. Mountjoy
A collection of 17 texts and exercises designed for the A-level French student and others following an advanced French course. The extracts have been carefully selected with an advanced readership in mind, and are sophisticated and up-to-date in content.

Qu'as-tu fait?

Allison M. Wildbore
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Formidable

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A highly illustrated book for teenage pupils up to 14 years who know very little French. The pattern is varied incorporating stories, playlets, pictures and cartoons.

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## Beginning at the end

Why not start language study at 16+ asks Peter Walker

"If I were you I wouldn't start from here" was the heading of a TES article (October 1, 1976) which asked whether primary school French was worth preserving.

To go further: since foreign language study no longer fits well within the secondary school, do we necessarily assume that it should even start from there? "Setting" is increasing in popularity in comprehensive schools, but mixed ability groupings are not producing many advanced linguists.

It is hard to integrate languages satisfactorily into the common curriculum of the middle years of schooling. And as the Inspectorate has observed in its recent appraisal: "The achievement of continuity in language teaching is problematical in any two-tier system which involves transfer from one school to another, whether at 12, plus, 13 plus, 14 plus or 16 plus." So why not start language study at 16 plus?

Instinctively, one thinks of the losses. First the loss of a study of high intrinsic cultural value, a significant means towards widening the horizons of the individual. (But to have this value does not mean language study—as opposed to the study of a country—need to be taken much further than the loss this pupils can take it?)

Second, would not children suffer a loss in that power to communicate which is increasingly seen as the major goal of language learning? (But could not the degree of communicative proficiency achieved by many pupils be equalled in real life by someone using no second language at all? And would the adoption of a "multi-linear" approach, as proposed by Michael Buckley (TES, October 29, 1976) or more recently by the Inspectorate's document, significantly increase that proficiency?)

Other questions arise, too: one argument for an early start to language learning has been that it is only until about age 14 that the Chomskyan "language acquisition device" functions efficiently. However, even accepting that there is a critical period, this now seems to be critical only for acquiring a near native accent—not our highest priority.

As a member of the Council for Cultural Co-operation, we would be glad to see another European agreement to offer our children, yet as speakers of the leading international

continued from page 39  
languages we are in a special position, and one which undoubtedly compounds the difficulties of language teaching in our schools. Perhaps we could examine further Harry Rée's suggestion of a language learning voucher?

To judge from the large numbers of adults who follow language courses on radio and television or at evening institutes, it is in any case likely that those who wanted to study foreign languages would take similar advantage of these opportunities.

Those school-leavers who chose to learn languages would need to extend their initial studies by one year. It seems, though, that that may soon happen under the existing system, on the evidence of the Centre for Information on Language Teaching and Research (*Report on Modern Languages for the 1980s*) on last autumn's Sussex curriculum.

Would there be positive advantages in moving language studies into the tertiary sector? Yes, certainly:

- First and foremost, we could fulfil the expectation in 16-plus learners that high degree of motivation which is not merely desirable but indispensable in a study which makes increasingly severe demands of learners who go beyond the elementary stages.
- Sixteen-plus learners have reached a higher level of cognitive development than their 11-year-olds; this is particularly significant in that language development is increasingly viewed as closely linked to general cognitive development, whereas the behaviourist view of language learning stands discredited. On the other hand, if L2 learning follows the pattern of L1 acquisition it is not less likely to do so at age 16 than at age 11.
- The replacement of drip-feed methods by more efficient intensive methods could more easily take place outside the school system.
- Since at 16 plus most learners would have a clear idea of why they needed a foreign language, the language used in their course could more easily be about precise, relevant topics; the course could be foreign language appropriate to a specific purpose; homogeneous interest groups could be formed, and the degree of individual learning increased. For the initial course, a functional or notional syllabus might be appropriate, since those are most obviously related to learner's needs; as the results of the Council for Cultural Co-operation's work on functional-notional syllabuses a number of languages will soon be available, we might well elect to use these for our "threshold level" courses.
- Notional needs could be considered in determining the relative provision to be made for French, German, Italian, Russian, Spanish and indeed other languages, and the stranglehold of French produced

in June. So any conclusions drawn now from our experiment are based on one-and-a-half terms. A full assessment would need a minimum of one or two full academic years. This is our total aim. However, a pattern is already beginning to emerge.

- Periodic testing of the experimental groups set against the German-only control groups show no apparent discrepancy between the two so far as assimilation of identical material is concerned.
- Much satisfaction is shown by children who now "have French".
- Those children who had been disillusioned with German at the end of second year are, for the most part, happier with less commitment to the subject.
- A fresh start in French has provided more motivation for most, especially the least able. It has put them on an equal footing with existing "Germanists" and they are responding accordingly.
- Staff are very keen to make the experiment work and are therefore extremely critical of their own approach and methods.
- I must emphasize that these are preliminary observations. The real test will come when the number of children who opt for a full-blown French course in year Four are known. For the moment it must be a question of "watch this space".

D. McKenzie is head of modern languages studies at the Blakelock School.

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## Steering a modular degree course

By Patrick Collins

When nearly five years ago, arts and humanities lecturers at Oxford Polytechnic were asked to redesign their new degree courses, then an advanced planning stage, so as to make them compatible with the modular course in scientific subjects already running, modern languages teachers, inter alios, manifested certain misgivings. Could the simple corpus of their own muse be persuaded to accommodate itself to the somewhat originally designed for the sister? It could, and often not inconsiderable debate, the courses were approved and launched and we shall this autumn be receiving our fourth intake of humanities undergraduates.

There is nothing radically new in the concept of a modular course; the Cambridge Tripos is a long-established example (although this did not have to survive the rigour of CNAAC scrutiny). However, it can take many forms, and a few words are necessary concerning our own version and how modern languages fit into it. A single humanities module is about one-twelfth of a year's work, normally lasts one term, and comprises three to four contact hours a week: lectures, seminars and tutorials. Some single modules are less intensive and extend over three terms; there are also two-term modules, which, depending on the amount of work assigned give either two or three modules' credit. Modules are examined by means of assessment of course work and/or written examination on completion, and some subjects, including languages, require students to pass synoptic exams to which they are called on to make connections between the various modules studied.

Modules are grouped into subject areas which may be regarded as equivalent to half-degrees; modules taken in the first year are

known as basic modules, and certain of these have to be passed in order to qualify for entry to the subsequent years of the field. During his first year, a student is advised to take a spread of half modules which will provide him with three fields from which he will choose two. Thereafter, he must pass a minimum (usually nine or ten) advanced (second or third-year) modules in each of his two fields. His class of degree is determined by his performance in his advanced modules; throughout the course, he is enabled to read, and get credit for, a certain number of modules outside his chosen fields. All language students, whether reading one or two language fields, spend one year abroad either at a university or as assistants.

Modern languages provide four fields: French Language and Contemporary Studies, an examination of contemporary life in France, based on a review of its history since 1848, and the social, political and cultural developments arising from it, with particular insistence on the achieving of high linguistic competence; French Literature, from the seventeenth to the twentieth century; German Language and Contemporary Studies, and German Literature from the age of Goethe to the present day.

With certain exceptions, any one of these modern language fields may be taken with any one of the following fields or with another modern language field: anthropology; biology; catering; education; English literature; food and nutrition; geography; geology; history; history of art; mathematics and computer studies; physical sciences; psychology. The addition of further fields in Core-modules taken in the first year are

known as basic modules, and certain of these have to be passed in order to qualify for entry to the subsequent years of the field. During his first year, a student is advised to take a spread of half modules which will provide him with three fields from which he will choose two. Thereafter, he must pass a minimum (usually nine or ten) advanced (second or third-year) modules in each of his two fields. His class of degree is determined by his performance in his advanced modules; throughout the course, he is enabled to read, and get credit for, a certain number of modules outside his chosen fields. All language students, whether reading one or two language fields, spend one year abroad either at a university or as assistants.

One misconception can be dispensed of immediately. Those for whom the notion of a modular course conjures up the vision of the fledgling undergraduate lingers wide-eyed, like an urchin at the pick and mix counter, in a state of delicious indecision before a tempting array of modular sweeties labelled from A (astrophysics?) to Z (zoozoology?), about to gorge himself into intellectual dyspepsia, may rest assured that it is not like

and sociology is under consideration. The modular course, therefore, basically consists of a three-subject first year, narrowing to two subjects in subsequent years, and is characterized by a wide choice of subject combinations.

The advantages of the modular structure are too well known to be dwelt on here. It is difficult to see what other structure could simultaneously provide so many desirable features: the wide choice of subjects already mentioned, together with a choice of assents within each subject, every student timetabled centrally through the computer; the accumulation of credit for study outside the chosen subjects; the possibility of the student varying the proportion of effort put into his two subjects, without not being able to neglect either without this becoming speedily apparent; the diminution of the stresses and uncertainties of an examination system based mainly on the results of Finals; the deferring of the final selection of his two main subjects by the student until the end of his first year.

It would however be unrealistic to pretend that the modular structure is equally superior in every aspect to the more traditional honours course, and those in contact with sixth formers may wish certain doubts resolved before advising them to seek admission to a modular course.

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such modules would, in other subjects, be worth more than one module's credit, but they are sufficiently intelligent to realize that this is a cross which linguists have to bear whatever the system. The point becomes particularly evident with a non-field language module like *ab initio* Italian.

The very word computer tends to strike chill to the heart of linguists, and gives rise to a double apprehension: is a modular course too complex and too impersonal? At first sight, indeed, it may appear complex, but so does any set of degree regulations, and that of a modular course is no more so than any other; it is certainly not impersonal, and a student will get to know the lecturers in charge of his fields and modules and his personal tutor as well as, if not better than, a student on any other sort of course. Even the computer, when, as occasionally happens, it programmes a key lecture for five o'clock on Friday, can usually, if spoken to kindly, be persuaded to find a reasonable alternative.

Modern languages, either as the main subject or one component in a degree, whether it be modular or linear, always present particular problems. Although the languages staff at Oxford Polytechnic expect to make continual improvements in the light of increasing experience of a modular course, they are confident that the structure in which their courses are now presented actively benefits the teaching of their disciplines, whilst combinations of language subjects with other languages or with non-language subjects have been made available to our students which would be difficult to find elsewhere.

Patrick Collins is principal lecturer in charge of modern languages at Oxford Polytechnic.

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Christopher Leech outlines a commercial syllabus and examination for non-specialist sixth-formers

# The principle is practicality

It has for long been the policy in many schools to encourage the continuation of modern language studies for non-specialists in the sixth form. The greatest problem with this has been motivation. All too often, while sixth-formers will work for an exam, they will not make a serious effort in a non-examinable subsidiary subject.

The most successful policy has usually been to introduce a new language (German, Spanish, Italian, Russian) with a three, four or six term run to O level. This practice is still, most would agree, a beneficial one. Nevertheless, since Britain joined the European Economic Community, there has been a decline in the number of sixth-formers who have taken a language. It has become apparent that there is a much greater need for people engaged in industry and commerce who have a practical knowledge of a community language, particularly French and German.

The emphasis here is on practical knowledge—that is, the type of French or German, say, that sixth-formers are likely to encounter later in business life, in commercial and socio-economic vocabulary, language which is journalistic, not literary, in style. I encounter more and more parents and teachers engaged in business who support this view and sixth-formers themselves are conscious of this.

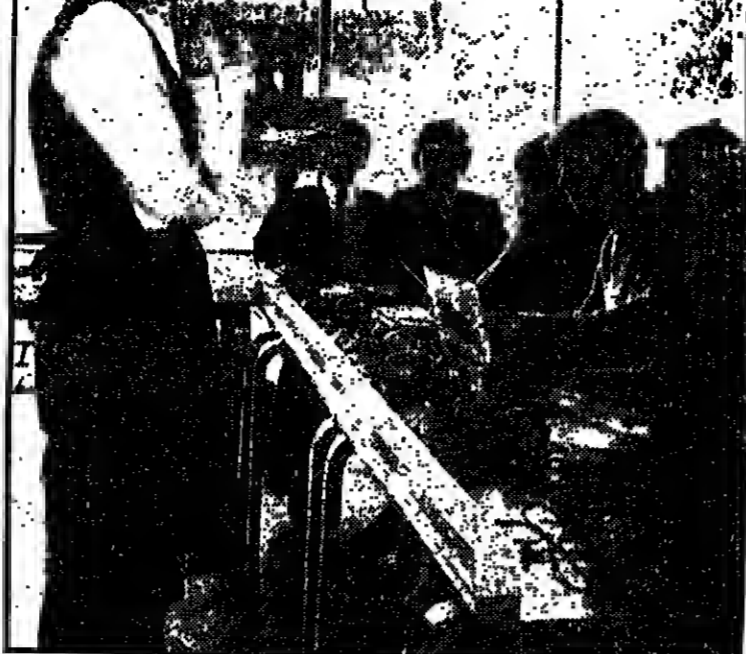
A number of studies on the usefulness of foreign languages have also emphasized this need—Schools Council Working Paper 28, Foreign Languages in Industry/Commerce (Emmuis, Hawking & Westoby, University of York), Survey of the non-specialist use of foreign languages in industry and commerce (London Chamber of Commerce and Industry).

More recently the Headmasters' Conference Working Party on modern languages has recommended that "examining bodies should produce an examination for post-O level non-specialists, relevant in both arts and science sides of the sixth form, to prepare pupils for the type of language work and vocabulary they will meet in industry and commerce."

It was with such feelings that I attempted to find, two years ago, a suitable examination in French for post-O level non-specialist sixth-formers. I found nothing amongst the CCE boards, the Associated Examining Board and Southern Joint for example, produced a level option which goes some way towards this—but an additional level is manifestly not the answer for what is essentially a subsidiary subject.

More recently the London Board has produced an AO level something along these lines, though, to my mind, it is still too close to O level in general approach. I finally discovered that the Royal Society of Arts had introduced a Certificate in French for the Office, which I chose as the solution to the problem. But this exam is designed for secretaries, not sixth-formers.

Encouraged by colleagues from other schools, I decided to formulate a syllabus and an exam plan, and to submit this to the Oxford and Cambridge Joint Board as an AO level, since I know them to be sympathetic to proposals for individual approaches from schools. Happily the Board has shown considerable enthusiasm for the scheme and approved the syllabus as a "stunt". AO level (it is stated on the Certificate that the standard is



At work in the language laboratory of a comprehensive school.

# Taking the test

Our pace is swift, our approach single-minded, our course direct, write Sheila M. Newman and Betty Tew

As discerning and long experienced French teachers in further education establishments, we have noted an unmistakable rise in recent years in the general linguistic potential of our young O level "French" candidates. By September the students who come to us have usually overcome their initial disappointment or failure in the subject at school and are ready to tackle a more formal and compact course in college surroundings. We do not offer them easy gains. Our intensive, "one-year" course means hard work throughout all three terms if success is to be theirs. Seventeen year olds who are fully aware of this, and apart from a few early drop-outs, the rest are keen to exchange their unclassified status for a full grade for an O level pass.

Once we have established contact with our groups and have marked some of their work we are able to assess their standard of achievement. In most cases the level of their French is poor. Knowledge of grammar is rudimentary, vocabulary limited, composition and oral skills underdeveloped and pronunciation bed—often despite language laboratory practice at school. Clearly, such candidates were under-serving of success.

Yet, most of them prove to be hardworking. Certainly we can say that, on average, nearly half our students are of sufficient O level calibre to master a post-O level or only three terms of formal and intensive "real" work with translation and accomplishment in their schools.

Some may have failed because of illness or other reasons beyond their teachers' control. But a third have attended regularly and do not come from particularly difficult backgrounds. The reasons for their failure are complex. Many of our students have lost ground at school because of the excessive number of different French teachers they have experienced during their five-year span. In addition, these teachers have often employed an extremely broad spectrum of styles and materials. The old uniformity of approach has nowadays given way to a confusing diversity in respect of both materials and methods.

Audio-visual aids and courses may antedate junior forms, but from the middle-school onwards they often prove impracticable. Yet, no generally agreed teaching techniques replace them. Much depends, now, on the personal taste of the individual instructor, who can easily lose sight of the part he is intended to play in the continuous process of his pupils' linguistic development. Enthusiasm and experiment may mean that the whole is sacrificed to the part.

continued on opposite page

# Help or handicap?

Nicholas Beattie on homework

Q: Why is so much homework assigned?  
A: Because the pupils don't do it, or do it so incompetently that they might as well not have done it.  
Q: Why is to blame?  
A: Sometimes the teacher, but not always. In many families, homework is still a half-understood novelty, and some families simply cannot offer private study. However, there are quite a lot of factors for which teachers are directly responsible. Many pupils fail to do homework, or fail to do it properly, simply because they are not told what they are supposed to do. This is often the result of instructions being given hastily in a last minute or two of the lesson. Again, a great deal of homework—perhaps particularly in foreign languages—is dull and mechanical. Even homework is on a Tuesday night—something has to be set: so "do exercise 5 on page 24" or "learn the vocabulary". An oral style of teaching does not always lend itself to regular homework, and the rhythms of rote-learned homework do not always correspond with the rhythms of teaching and learning in a foreign language. This is particularly true of so-called "grammar" homework, which may be committed to oral work for several days at a time.

Between factors which the teacher controls and those which he does not come matters which lie within the power of the school at large. It is difficult for the individual teacher or department to insist on certain standards of presentation or punctuality if the general ethos of the school says otherwise. At the other extreme, poor homework may simply be the result of idleness. We tend to forget that other subjects also expect their pupils to do their homework. It is not in mixed ability groups which is appropriate for the majority may be demotivated by a minority. In such cases, people seek time for leisure just as such as adults. As public examinations approach, the pressure can be excessive. Enthusiasm for homework can be counter-productive.

Yet, in essence homework is a means of providing a problem. It helps the teacher and the learner in two main ways. First, it extends the time available in class. Second, it enables the learner to do things which cannot be done in class. The first point is obvious, and leads to the corollary that homework should normally emerge from work done in class and should lead to rapid feedback which will be provided in class. However, this natural sequence can lead to an extreme form of the toll wagging the dog.

Written homework in a week prepared and handed in in class, can completely swallow up a week's classroom activity. This may be a useful way of organizing a week from time to time, but pursued to excess it soon becomes rigid and uninteresting. All the same, written work is obviously the staple of homework activity. The problems and opportunities it presents do not differ from those experienced by other subject teachers, though pupils working in a foreign language need more elaborate programming than if they are writing in English—either careful preparation in class, or exercises of a more or less stereotyped kind, or both.

The problems of planning which this involves are those of all teachers, as are those of providing rapid and effective feedback, opportunities for corrections, etc. The tendency to timetable in double periods increases these difficulties. It is not always a teacher's fault if his work is handed back ten days after it was done. However, the problems which are more specific to language teaching are those of "learning by heart". Most teachers of most other subjects regard this activity as being "sub-educational". I suggest, however, that "learning homework" is a language closely connected to the nature of language learning, and the importance of near-automatic oral command of structures and lexis. For this reason, in the context of five periods a week, five periods of 20-30 other periods in class have, therefore, to

be reinforced out of class. What is, however, often unclear is what children are supposed to do when ordered to "learn the vocabulary of Unit 10" or "learn the future tense". Even a conscientious child may consider that he has done the work by reading through the page or pages where the learning work is set out. The traditional way of inducing a more serious approach is to follow up learning by a test in class, with punishments reserved for those who fall below a certain level of attainment—e.g. "hall-marks".

It is, however, generally, rapid learning goes with rapid forgetting. In any case, mixed-ability grouping makes it difficult to apply some crude yardstick of attainment such as "All who get less than 10 out of 20...". If the answer is not, in my opinion, to scrap vocabulary-learning, or parallel-learning or tests, it is rather to try to work out through one's general planning and teaching, as well as in the setting of "learning homework", a few positive principles: (i)—Explain, carefully, explicitly and repeatedly to pupils how they should learn.

For example: "Cover over the left-hand page and test yourself on what you know. Put a pencil-work book in front of you, you still don't know...". Or "First read what it says about adjective agreement on page 25, then check over the irregular ones on page 26, then test yourself by doing exercise 2 in your book." (ii)—Ensure that learning occurs in context. With structures, it does no harm to remind pupils that what they are being asked to learn is what has already been presented and practised in context in class. With vocabulary, it is often difficult for pupils to revise it in context, even when it was initially presented in meaningful situations. There may be a long interval between presentation and revision. Care should therefore be taken to write down words in vocabulary books as far as possible in the company of other words in the same "semantic field", and as far as possible with sentences or phrases. The repeated phrase "as far as possible" reminds us that this is difficult to do.

(iii)—Restrict learning to manageable amounts. If pupils keep a vocabulary-list, make sure that there is a section where they write only what you, the teacher, tell them to write. Do not hesitate to say "Write down X because it's useful—not Y because we haven't come across it again, or because you can guess it", part of the training in language-learning is to make that sort of distinction for themselves, however crudely. This sort of close control enables you to set a feasible task like learning 20 useful words, as opposed to an impossible task such as "Revise the vocabulary covered this half-term". (iv)—Encourage learners to take responsibility for their own learning. Reading in the foreign language is an activity which can give credit for homework. Pupils who are capable of doing so should be encouraged to make their own lists of words and phrases encountered: these will, of course, necessarily occur in context. In mixed-ability groups, pupils of the more gifted to find practice and interest additional to the "care" course-work.

(v)—Test briefly but frequently. Testing is important because it gives information to both teacher and taught about how learning is progressing. A live-word vocabulary test, a three-line dictation, three questions to be answered—frequent tests of this sort seem to me to be much more likely to promote a lively, learning atmosphere than infrequent, large-scale tests which consume valuable teaching time, and encourage complacency among those who swopped up successfully the night before, and despair among those who did not.

Nicholas Beattie is a lecturer at the Institute of Education, Liverpool University.

By contrast, for students who begin a "test" course with the ultimate goal is already on the horizon and a single teacher accepts responsibility for their progress throughout. Our college classes meet twice or three times weekly for about an hour or an hour and a half a session. Intensive use is made of this time allocation, and from the first year an attempt is made to achieve a balance in the practice of all the linguistic skills required for the O level exam. There is an attempt, on our part, to avoid English explanations of grammatical difficulties and other problems, and the first term is usually spent on a rapid but thorough revision of the main structures required. Everything is explained as fully as possible and, where necessary, repeatedly, even at the most elementary level. Once students have understood thoroughly the basic structures of the language, confused or partially-known elements fall logically into place. All our students have clearly failed to discover linguistic patterns for themselves, but once attention is focused upon them progress becomes more rapid. Confidence grows with greater understanding; motivation rises with an ever-increasing sense of satisfaction and achievement.

Our teaching is methodical and routine; linguistic progress is carefully controlled; involvement with our students is maximal. Our pace is swift; our approach single-minded; our course direct. Weekly accuracy tests based upon learning work (vocabulary acquisition, knowledge of phrases, grammatical points, irregular verb forms, etc) are a feature of our classes. The rehearsal of past examination materials is a major element also, especially during the second and third terms. We do not simply teach materials, but insist rather that all our students fully understand the level of proficiency required and strive energetically to reach it. The performance of students in the first months of our course tends to be better than that which they have been inadequately rehearsed in school in all the specific requirements of the O level exam. Some school pupils do not find it easy to bridge the gap between the simpler, delimited end-of-term tests to which they are accustomed and the formal, more comprehensive public exam. Paradoxically, a single "mock" has proved to be insufficient practice, and more frequent rehearsal with our students of O level materials, giving full coverage of the varied aspects which will be tested, is essential. Frank discussion with our students of the possible reasons for their failure would seem to indicate (apart from their own self-confessed shortcomings) that an all school French course is sufficiently well-defined in their minds and content. Generally speaking, there would seem to be too many leys and diversions from the main objective. Some pupils have, regrettably, found themselves in the wrong lane for their linguistic ability and destination. Others have become, at some crucial points, the unfortunate victims of too much relay teaching.

The present route to O level French appears to us to be unnecessarily tortuous and negotiable for many young candidates. We believe that pupils must be "switched on" in more compact, clearly-defined and tightly-controlled courses, which could well be shorter than the traditional four or five years. Classes should be more homogeneous and a suitable vicese selected for each. Unnecessary reversing over points already covered and other hazardous manoeuvres should be avoided. A steady cruising speed should be maintained throughout the course, which should consist of officially-recognized lays to be covered before the final goal is reached. A single teacher should be responsible for each test lap and a straight course steered. Only in this way can safer and more successful forward progress be ensured for all school pupils and a substantial reduction effected in the pile-up and linguistic casualties at present occurring so needlessly in the summer O level French examination.

Sheila M. Newman is head of modern languages, Bede Sixth Form College, Billingham, and Betty Tew is lecturer in French, College of Technology, Birkenhead.

THE TIMES EDUCATIONAL SUPPLEMENT 15.477

## Most language teaching a waste of time—HMIs

by Bob Doe

Most modern language teaching is a waste of time and money, HMI "heard" and "cause for concern" in school there was...

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C. T. Gill Leech is head of the modern languages department, St. Edmund's School, Canterbury.

# A place for poetry

By Maxine Baldwin

Facel one day with the grim prospect of an extra French lesson with a group of young people harked from German because of their lack of linguistic talent, I hinged for something positive and new.

What would break away from questioning and answer drills and picture storyboards? What would cast a different and more favourable light upon the French language? How could these people be given a sense of achievement?

Finding a ready answer, I turned to the last resort, the book cupboard. A slim volume of poetry caught my eye. Seeing that the date of publication was 1924, I felt sure that its contents, if not new, would at least be unfamiliar to this group of fifteen-year-olds.

Perusing this *trouveau*, I fell upon a short poem called "L'Amour" by Eugène de Lonlay. While reading this, memories of French poems learnt and enjoyed during my own not-so-distant school days were reawakened—memories of teaching and of the flow of words.

During a second reading, the appeal which this particular poem might hold for my pupils gradually unfolded. Friendship was an emotion they knew, and whose importance they recognized. The equipment of the opening lines "Sur terre nous étions / A su part de soleil / Et de la lune qui fut suivie / Toute épine à sa rose / Toute nuit, sacré soleil."

would break away from the usually rather depressing nature of lessons with this group.

The simple beauty of the verse "Pour le pré Dieu fit l'éclaircie / Pour le champ, in plus tard / Pour l'air, l'aigle superbe / Pour le nid, le bilisou."

could not fail to be felt.

Finally, the conviction and the satisfying balance of the lines "There then followed a period of

explanation. Sketches on the blackboard, acting, and the use of French synonyms already known to the class made clear the meaning of unfamiliar words. Volunteers were asked to read the poem alone, and the class was then asked whether or not they enjoyed it, and why.

Finally, there being no set homework for this particular evening, pupils were asked to learn the poem by heart if they wished. Throughout the lesson their reactions were a constant source of delight and encouragement. At first they had been intrigued, then some of them had visibly enjoyed the rhythm and sound of the lines. When the meaning had been made clear, however, almost all the members of the class experienced a kind of warmth, a "togetherness." It was this which seemed to give some usually timid pupils the courage to recite the poem alone. The majority welcomed the opportunity to say why they enjoyed it, and frequently mentioned the attractive theme and beauty of its expression.

The lesson appeared to have been a success. There was fresh hope and enthusiasm. The next lesson was even more satisfying, when the whole class had learnt the poem by heart, and could recite it perfectly were the pupils whose work was usually poor.

Their obvious delight on reciting the last words with the knowledge of their own success, their work had approached perfection, was sufficient evidence of a reawakening of their interest—an interest on which one could build. Poetry still has a place in modern language teaching.

Maxine Baldwin teaches French at Habershusers' Ask's School for Girls, Elibree.



On a holiday language course young people of different nationalities get to know each other. The Swiss Tourist Office have issued a brochure of such courses available this year.

# Getting to know you

Personal contact is the ultimate justification for exchanges, writes Sally Festing

As Britain's world position has diminished, her role as a group member has become increasingly important. Yet a combination of arrogance and lethargy have made us slow to realize that an every level visit may have considerable international implications. We must understand our neighbours and basic tenets of understanding is to be conversant with them. Far too often still, Germans, Italians or Frenchmen take the initiative.

Realizing the full benefits of exchange visits, some schools recommend them not only as an effective method of language learning but a unique opportunity for becoming acquainted with the people and life of another country. Of course children do benefit linguistically and are given a simple dictionary and a notebook as well as 30 others covering topics such as birds, fish, fruit, toys, trains and vegetables.

My son enjoys looking through it immensely, mainly of course because of the pictures. In addition, as the introductory address, I myself am reading out the phrases to him. Certainly my idea of French without tears.

Real, Play and Discover France—which is in English—is an excellent companion book. It covers everything from classic French fairy tales to recipes, geography, songs (complete with music) and games. The presentation is equally varied and entertaining.

Spurred on to hook up his impetus to learn French which these books have created, I have just bought him French Chatter. This is one of a series of four identical language games (the others are German, Italian and Spanish) in which the players have to build up, word by word, 40 simple phrases or sentences. Each word has to be said aloud; hence the title.

At the end, the players have to work out the meaning from an amusing card picture. Not surprisingly "Au revoir, madame!" is rather easier than "Ouel est le prix d'uno cimbro pur nuit."

By my standards, the game is fun, in addition to being a painless way of picking up some basic French, both pronunciation and meaning.

All in French Hamlyn ISBN 0 601 05508 1 £7.50  
Read Play and Discover France Hamlyn ISBN 0 600 35496 £2.50  
French Chatter Intellect (UK) Ltd. £2.95.

inclined to resent being a mere conventional line. What is surprising is that despite the French emphasis on close-knit family life, they seem to want exchanges at a younger age. This too poses matching problems, particularly as A1J reckon an English girl will be approximately six months more mature than her French counterpart. A hypothesis borne out by experience.

Applications come from every kind of school and all types of child, introverts, extroverts, loud, quiet, sports enthusiasts, colour-minded and hippy-go-lucky. And since the nitty-gritty of their work is in the actual pairing, pairs are taken to investigate credentials thoroughly, matching age, sex, background and where possible, interests, maturity and ability with those of an opposite number to give an exchange every reasonable chance of success.

Where special considerations outweigh everything else they are automatically seen as matched. This happened in the case of a budding French concert pianist who wanted to play. We rang up dozens of people to find this piano and finally ended up with a psychologist in Worcester. It went off like a bomb," Miss Dobrus said.

Once paired, two families are elated the same number, their notes are pinned together and the process quickly sets up. With regularity, papers flow back and forth with instructions and advice. Parents are reminded when to write and what information to give, boys are told what sort of behaviour is expected of them and so forth.

Both complete firms, signing off dotted lines. In fact the arrangements are closely monitored. A1J supervise the numerical pairing off in London and Paris and keep in the computer at all stages. A child files in a report on his host family's reception; they in turn make one on his behaviour whilst in their charge. Reports are filed for future reference and handed over to the appropriate school.

There will always be the odd mismatch, the difficult or the homesick child, but A1J feel by dealing with each application individually misunderstandings can be reduced to a minimum while they are certainly not responsible for lasting cross-channel friendships.

Miss Dobrus said: "We try to help, so we are very excited when it succeeds. It remains a personal thing. I mean it never could be computed because you develop a nose for a good combination. Even when things match on paper it sometimes feels, oh no, that just wouldn't work, and start again."

# Enterprising self-starters

By Lucille James

I knew from mistress to a group aged 12 and over some of whom learnt French and others German, while a few took both languages.

When their interest had been aroused enough, four pupils approached me—two of them their first German lesson after the Easter holidays—to ask whether their geography and social studies for the rest of the term could take the form of a project on a German-speaking country. As I knew whom was aware of their abilities and needs, I saw an objection to the plan.

When the idea was put to them, the other members of the class declared themselves in favour of language studies linked with a project. West Germany, Austria, Switzerland and East Germany—in that order—were chosen without hesitation by the children who learnt German, while the others decided to do a project on Switzerland, Belgium or Switzerland. In some cases the choice fell on a country which the pupil hoped to visit and in others the country chosen was one already visited.

The main section of each project, on which some pupils worked in pairs, was devoted to geography and the way of life of the region's inhabitants. The next dealt with history which dealt naturally in those people of the country concerned and therefore inspired pieces of writing on subjects which varied according to individual interests and abilities.

For example, among those children dealing with West Germany, at least two wrote of Bonn's location as the birthplace of Beethoven and for its cathedral and scenery, while another found Frankfurt-on-the-Main noted as the birthplace of Goethe.

My wrote best on Wagner, the King and the Bayreuth festival, and Pamela's most finished piece on the Oberammergau Passion Play. It was hardly surprising that as the girls wrote about Thamus and Heinrich Mann, mentioning that the brothers had left Germany in 1933, they became more interested in the history of Germany.

One of the children working on Austria wrote a great deal on Salzburg, both as the birthplace of Mozart and as the scene of the famous music festival, while another, thanks to a new interest in "dress through the ages," introduced an illustrated account of local customs which she linked with variations in national costume.

Inevitably, work dealing with Switzerland included a piece on Geneva as "the city where the International Red Cross Society was founded..." and "where was built a huge palace used by the League of Nations and, later, by the United Nations."

Projects on East Germany included an interesting piece on Leipzig as the birthplace of Wagner and scene of the fair and another on Dresden which, in spite of the bombing it took in the 1939-45 War, is still noted as a centre of art and culture.

Engaged in projects on France, Melanie and Joie wrote their best pieces on the Louvre and ballet dancing. "The ballet," Joie wrote, "originated from a spectacle consisting of dancing, speeches and singing introduced into France by Catherine de Medici." The first notable ballet was produced by Monsieur de Beaufort in 1581... and the forerunner of the modern ballet acrobatic and dances was L'Académie Nationale de Musique et de Danse, which Louis XIV founded in 1669; hence the expressions used in ballet are French."

Her piece ended: "It was Monsieur Mollin, also a Frenchman, who invented tightrope walking and the differences between Sorbiton and Skelmersdale."

Teachers may wish to place this attractively produced volume on their shelf at readers, but perhaps they would be fulfilled in only the interests of their pupils but also the intentions of the author better by recommending it to those dating but unreluctant parents who wish to buy their children a Langenscheidt in the first year.

Michael J. Smith

## Possible perfection

The Pronunciation of French. By Peter MacCarthy OUP £2.50

It has been more than once observed, as MacCarthy might have said, that fashions in education tend to be cyclical. The name change, usually becoming harder for the ordinary man to understand, but the ideas remain strangely constant.

When I was an undergraduate, the idea of speaking a foreign language in such a way that one might finish by being taken for a native was scoffed at or hardly entertained at all. My tutor spoke four languages impeccably in English, and when Oliver Prior arranged that we should spend a fortnight (a fortnight, no more, no less) at the Institut Brillant in Paris, he could see no need for it. How you pronounced a foreign language was of little importance since the unfortunate native to whom you were speaking would naturally wish to make the required effort to understand you. Does this not sound strangely modern? Of course, it can't be expected our children to speak well, but they will communicate.

It is therefore refreshing to turn to a book which is perfectionist. I do not believe that Peter MacCarthy thinks any more than that perfection will be achieved but he at least makes an approach to perfection possible.

The Pronunciation of French is a remarkable book. It is clearly written by someone who knows how to pronounce French, not from a book, but from a native speaker. One sentence in his Introduction shows his perception: "friendly attitudes... tend to develop when people hear their own language spoken by others in a really acceptable manner." (But was it not Bismarck who warned against trusting an Englishman who spoke French without an accent?) Mr MacCarthy knows that on the way to a Frenchman's heart is to have devoted time and study to his chief god, his language.

A further point of interest, Mr MacCarthy refers frequently to regional variants. It is difficult to be sure that France has a Bournemouth or BBC accent—certainly not in the degree that this kind of distinction exists in England. Barré, according to Léon Daudet, had a marked Lorraine accent; the present Cardinal Archbishop of Paris is clearly from the Midi; who is interesting about this book is that its author does not waver against a regional accent; he only points out that they exist and are to be understood. It is an odd thought that the first time the name was succeeded in doing it centralizing the pronunciation of their speech.

Once a certain simple basic dase of jargon is learnt—and the rising generation should find no difficulty here—this is an easy book to read. There is detail but not too much. And it is practical. When precise sone of the intonation specimens, I decided that perhaps I had not been as careful in my speech as I should have been.

On this question of jargon, I have one complaint. This could be a very valuable book for the kind of teacher who has little formal linguistic formation. Could there be a book in letter editions (and this book deserves them) an English translation of such expressions as "Voilez blade-aleverer flic-tive"?

One of the most powerful features of the book is the quick apprehension of the difficulties of the mere English. Regularly, the author emphasizes just those sounds, just those consonants, just those intonations which all teachers of French have to correct and expect at all levels of teaching. I have never seen the points made better or more usefully.

A cassette recording, the text of which is printed in an appendix, is available to illustrate the pronunciation and gives numerous examples of each of the vowels and consonants and of intonation practice. Finally this is a book to refer to, as my generation referred to Paul Passy. I can think of no higher recommendation.

Kenneth MacGowan

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# Home start

By Gillian Thomas

Having just started French at school, my nine-year-old son was delighted when an aunt gave him All in French for his birthday.

A big bank of French words and phrases, it includes 1,500 attractive illustrations, all in colour. It was written originally for French children as a simple dictionary and has a section for each letter of the alphabet as well as 30 others covering topics such as birds, fish, fruit, toys, trains and vegetables.

My son enjoys looking through it immensely, mainly of course because of the pictures. In addition, as the introductory address, I myself am reading out the phrases to him. Certainly my idea of French without tears.

Real, Play and Discover France—which is in English—is an excellent companion book. It covers everything from classic French fairy tales to recipes, geography, songs (complete with music) and games. The presentation is equally varied and entertaining.

Spurred on to hook up his impetus to learn French which these books have created, I have just bought him French Chatter. This is one of a series of four identical language games (the others are German, Italian and Spanish) in which the players have to build up, word by word, 40 simple phrases or sentences. Each word has to be said aloud; hence the title.

At the end, the players have to work out the meaning from an amusing card picture. Not surprisingly "Au revoir, madame!" is rather easier than "Ouel est le prix d'uno cimbro pur nuit."

By my standards, the game is fun, in addition to being a painless way of picking up some basic French, both pronunciation and meaning.

All in French Hamlyn ISBN 0 601 05508 1 £7.50  
Read Play and Discover France Hamlyn ISBN 0 600 35496 £2.50  
French Chatter Intellect (UK) Ltd. £2.95.

## Cambridge Introduction to the History of Mankind

General Editor: TREVOR CAIRNS

The TES said last year: "Four new topic books have been added to the excellent Cambridge series for secondary school pupils. As usual, the books are beautifully presented, with clear photographs and illustrations which are closely integrated with and amplify the text."

There are three new titles this Spring

**Transported to Van Diemen's Land**  
JUDITH O'NEILL  
Published £1.10

**European Soldiers**  
ANGELA and GEOFFREY PARKER  
Available shortly About £1.30

**The Rebellion in India, 1857**  
F.W. RAWLING  
Available shortly About £1.10

An illustrated prospectus and inspection copies available from  
**CAMBRIDGE UNIVERSITY PRESS**  
P.O. Box 92, London NW1 2DB

## Ferguson-Givan Visual Aids

Scotland's Specialist Supplier of:—

**Dry & Wet Wipe Whiteboards, Chalkboards, 35mm Slide Projectors, 16mm Sound Projectors, O.H.P.'s Projection Screens, Episcopes, O.H.P.'s Software, Whiteboard Software, Projection Lamps, Projector Software.**

Ferguson-Givan Visual Aids,  
7 Goatfell View, Troon, Ayrshire.  
Tel.: Troon 314096

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## TEACHERS OF MODERN LANGUAGES

Have you considered joining THE MODERN LANGUAGE ASSOCIATION (Incorporating the Association of Teachers of German)?

You get: —MODERN LANGUAGES and TREFFPUNKT (journals designed to keep you informed)

- Opportunities to express your opinions at meetings and conferences
- Contact help to you and your pupils
- Representation of language teachers' interests at national and international levels.

Write now for information to the Secretary, The Modern Language Association, Department M2, 35 Leisham Way, London SE14 6PP; or phone 01-691 2088.

Kenneth MacGowan















SECONDARY SCHOOLS

CRUYDON (London Borough of Havering) ...

CUMBRIA (Cumbria) ...

DERBYSHIRE (Derby) ...

GLoucestershire (Gloucestershire) ...

HEREFORDSHIRE (Hereford) ...

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Cheshire Applications forms (send see), unless otherwise stated, are obtainable from the Head of the school concerned...

HEADS & DEPUTY HEADS SENIOR MASTERS/MISTRESSES ...

HOME ECONOMICS Appletree Hill County Grammar School, Hall Drive, Appletree, Warrington.

MODERN LANGUAGES Northwich County Grammar School for Girls, Granville Road, Northwich, Warrington.

MUSIC Malbank School, Welsh Row, Nantwich (Designated 6 F.s. Comprehensive 11-18-200 6th Form).

SCALE 2 POSTS & ABOVE ENGLISH Sandbach County Secondary School, Middlewich Road, Sandbach, Tel. Sandbach 5031

SCALE 1 POSTS 1. GERMAN All Hallows Catholic High School, Brooklands Avenue, Macclesfield.

SENIOR TEACHERS Head of Sixth Form Neston Comprehensive School, Kirtby Park Road, Neston, Wirral, L64 9SL.

SCALE 1 POSTS 1. GIRLS' P.E./GAMES 2. HISTORY Proposed Brive Leas School, Co-educational, comprehensive, initially 11-16 years.

NOTTINGHAMSHIRE THE GRUNTS SCHOOL 18 Form, Co-educational Mixed Comprehensive School, Grunts, Nottingham.

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NOTTINGHAMSHIRE THE GRUNTS SCHOOL 18 Form, Co-educational Mixed Comprehensive School, Grunts, Nottingham.

CLWYD COUNTY COUNCIL Denbigh High School (2815) (11-18, 900 pupils) Head—G. M. Bilton, B.A. Head of Welsh Department, Scale 3 or 4

SECUNDARY Technical Studies continued

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Deputy Headships Senior Masters/Mistresses ...

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KING HENRY VIII SCHOOL, ABERGAVENNY ...

NEWPORT ST. JULIAN'S COMPREHENSIVE SCHOOL ...

NEWPORT DUFFRY COMPREHENSIVE SCHOOL ...

NEWPORT LISWERRY COMPREHENSIVE SCHOOL ...

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL ...

NEWPORT ST. JOSEPH'S COMPREHENSIVE SCHOOL ...

REMEDIATION CLASSES ...

Other than by Subject Classification Heads of Department

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KING HENRY VIII SCHOOL, ABERGAVENNY ...

NEWPORT ST. JULIAN'S COMPREHENSIVE SCHOOL ...

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NEWPORT LISWERRY COMPREHENSIVE SCHOOL ...

NEWPORT HARTRIDGE COMPREHENSIVE SCHOOL ...

NEWPORT ST. JOSEPH'S COMPREHENSIVE SCHOOL ...

REMEDIATION CLASSES ...

Lancashire County Council logo and closing date 25th April 1977

Wigan City Council logo and various job listings

Mulberry Bush School logo and various job listings

Redbridge London Borough logo and various job listings









**KNOTLEY HOUSE SCHOOL**  
Tonbridge, Kent


# TEACHER

Barnham Scale 1+£564 pa (former) Approved School Allowance  
+£312 pa Cost of Living Supplement  
+£160 pa Fringe London Waiving

Applicants are invited from persons who are all socially and educationally disadvantaged. Applications are invited from teachers who have skills to offer in the fields of Remedial Education and Art. Willingness to participate in a multi-disciplinary teamwork approach essential. Possibility of extra duty payments. Accommodation available for single or married teachers. All teaching undertaken in very small groups. Part-time appointments considered. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex. Tel: 01-551 0017.

Enquiries to: The Principal, tel: Panshurst 303.



**Schools Council Project**  
Health Education 13-18

## Deputy Director and Additional Team Member

The Schools Council has funded a major project, in co-operation with the Transport and Road Research Laboratory and South East Health Education Unit. The project will begin in September, 1977, and last for three years.

The aim of the project, which will be directed by Mr. Trevor Williams and based at Colchester Institute of Higher Education, is to identify ways in which health education can be organised within secondary education, to develop pupil materials and to prepare teachers' guides. The team of five will be working closely with a number of teacher development groups in various parts of the country.

Teaching experience in the 13-18 sector of education, and sympathy with the aims of Health and Social Education, are essential. In addition, a background of Biological Science would be an advantage.

Secondment of the appointees from their present posts, together with an honorarium, may be possible or, alternatively, a short-term contract on an appropriate further education salary scale could be arranged. Applications forms and further information may be obtained from Mr. Trevor Williams, Colchester Institute of Higher Education, 24 Harold Road, Colson-on-Sea, Essex.

The closing date for the receipt of applications is Friday, 28th April, 1977.

**COUNTY OF AVON** Social Services Department

## HOUSEMASTER/HOUSEMISTRESS

Salary Scale: RCCO Senior Grade  
£2607/£3282/£3957

Plus £312 per annum Supplement

At the Crescent Community Home School, Downend, Bristol, for 60 adolescent girls aged between 14 and 17 years of age. The School aims to prepare girls with particular difficulties to live in the outside community.

Basic qualification in Residential Child Care desirable.

Preference given to applicants with previous experience in this type of setting.

Further details and application forms, returnable by April 27, from Director of Personnel (tel: Bristol 295595), Avon House, The Haymarket, Bristol BS9 7DE.

Please quote reference number SS 8771.

### UNIVERSITIES

**NOTTINGHAM**  
THE OPEN UNIVERSITY

Applications are invited from persons who are all socially and educationally disadvantaged. Applications are invited from teachers who have skills to offer in the fields of Remedial Education and Art. Willingness to participate in a multi-disciplinary teamwork approach essential. Possibility of extra duty payments. Accommodation available for single or married teachers. All teaching undertaken in very small groups. Part-time appointments considered. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex. Tel: 01-551 0017.

Enquiries to: The Principal, tel: Panshurst 303.

### Colleges of Higher Education

**BERKSHIRE**  
COLLEGE OF HUMAN MOVEMENTS

Applications are invited for appointment to the following posts as members of the staff of the Faculty of Professional Studies:

**LECTURER IN PSYCHOLOGY**  
Candidates should be prepared to teach elementary and advanced courses in psychology and to contribute to the teaching of other subjects. An ability to contribute to the development of the college's research and professional activities is essential. Applicants will be expected to play an active part in the development of the college's research and professional activities.

**LECTURER IN APPLIED PSYCHOLOGY**  
Candidates should be qualified and experienced in the field of applied psychology and to contribute to the teaching of other subjects. An ability to contribute to the development of the college's research and professional activities is essential. Applicants will be expected to play an active part in the development of the college's research and professional activities.

**LECTURER IN PSYCHOLOGY**  
Candidates should be qualified and experienced in the field of psychology and to contribute to the teaching of other subjects. An ability to contribute to the development of the college's research and professional activities is essential. Applicants will be expected to play an active part in the development of the college's research and professional activities.

### Colleges of Higher Education

**MILTON KEYNES**  
COLLEGE OF EDUCATION

Applications are invited for appointment to the following posts as members of the staff of the Faculty of Professional Studies:

**LECTURER IN HEALTH VISITING**  
Candidates should be qualified and experienced in the field of health visiting and to contribute to the teaching of other subjects. An ability to contribute to the development of the college's research and professional activities is essential. Applicants will be expected to play an active part in the development of the college's research and professional activities.

**LECTURER IN HEALTH VISITING**  
Candidates should be qualified and experienced in the field of health visiting and to contribute to the teaching of other subjects. An ability to contribute to the development of the college's research and professional activities is essential. Applicants will be expected to play an active part in the development of the college's research and professional activities.

### West Sussex Institute of Higher Education

## Deputy Directors/ Heads of College

Salary—Group 7 of Vice-Principal's range, Barnham F.E. Scales—£9,250

This new Institute has been formed from the Bishop Otter and Bognor Regis Colleges of Education and is opening in September this year. We are seeking two Deputy Directors, one post to be combined with the Headship of Bishop Otter College, Chichester (candidates must be communicant members of the Church of England or of a Church in communion with it), and the other, with Headship of Bognor Regis College.

Candidates may apply for one or both of these posts. Where application forms were previously submitted for post of Director, these can be reconsidered if candidates signify in writing.

Further details and application forms available (stamped addressed envelope from Acting Clerk to the Governors, 5 East Pallant, Chichester, West Sussex. Closing date: May 2, 1977.

### Tameside Metropolitan Borough

## ASSISTANT TEACHERS Centre

(Scale 28 £3,300-£4,800 plus £12 p.a. Supplement)

**ASSISTANT TEACHERS (2 posts)**  
Scale 1 £2,565-£4,800 plus £261 special needs add-on and £12 p.a. Supplement)

The Centre will provide residential accommodation for 50 children and will provide day assessment for 6 children who are in the care of the Local Authority and whose ages will range from the five years to sixteen years. There is an educational staff establishment for one Assistant Teacher, Scale 2 plus (6) and two Assistant Teachers, Scale 1 plus (1) who will be accountable to the Officer-in-Charge and applications are invited from qualified teachers who have experience in working with disadvantaged and neglected children.

The educational approach must be on an individual basis as the children are likely to be educationally retarded, disturbed and diverse. In addition to providing a positive learning experience for children who also discover educational history, accept the level of attainment, prepare appropriate reports and make contributions to co-ordination, working closely with centre colleagues.

For informal discussion please telephone Mr. Jamnison 081-530 081, ext. 23. Application forms and further details from Chief Personnel Officer, Merion House, Merion Way, Anfield-under-Lyne, Greater Manchester, to be returned by 28th April.

### ADULT EDUCATION

**CITY OF BIRMINGHAM**  
EDUCATION SERVICE

Applications are invited for appointment to the following posts as members of the staff of the Education Service:

**ADULT EDUCATION OFFICER**  
Candidates should be qualified and experienced in the field of adult education and to contribute to the teaching of other subjects. An ability to contribute to the development of the Education Service's research and professional activities is essential. Applicants will be expected to play an active part in the development of the Education Service's research and professional activities.

**ADULT EDUCATION OFFICER**  
Candidates should be qualified and experienced in the field of adult education and to contribute to the teaching of other subjects. An ability to contribute to the development of the Education Service's research and professional activities is essential. Applicants will be expected to play an active part in the development of the Education Service's research and professional activities.

### CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT

## COMMUNITY EDUCATION AND RECREATION OFFICER

Barnham Further Education Head of Department Grade II: £5,852 to £8,444, plus £312 per annum

The new Small Heath School and Community Centre represents a new initiative in educational, recreational and community provision in Birmingham. The Community Education and Recreation Officer will be responsible for the development of adult education, youth and community activities at the Small Heath Centre, working closely with the staff responsible for the school, swimming bath, sports hall and library to stimulate and support integrated school and community use of all facilities on the campus.

Applications are invited from persons who are all socially and educationally disadvantaged. Applications are invited from teachers who have skills to offer in the fields of Remedial Education and Art. Willingness to participate in a multi-disciplinary teamwork approach essential. Possibility of extra duty payments. Accommodation available for single or married teachers. All teaching undertaken in very small groups. Part-time appointments considered. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex. Tel: 01-551 0017.

Enquiries to: The Principal, tel: Panshurst 303.

### PRIMROSE HILL CENTRE

## Full-Time Head of Centre

Barnham Further Education Lecturer Grade II: £3,270 to £5,463, plus £312 per annum

The starting point on the scale will vary according to suitable experience.

The Primrose Hill Centre is an integral part of extensive new buildings at Primrose Hill School (imaginatively designed for joint school and community use). The Head of Centre will be responsible to the Principal of the Bourneville Institute for adult education, youth and community activities on the campus and for assistance as required with the development of adult education, youth and community services in the neighbourhood.

Applications are invited from persons who are all socially and educationally disadvantaged. Applications are invited from teachers who have skills to offer in the fields of Remedial Education and Art. Willingness to participate in a multi-disciplinary teamwork approach essential. Possibility of extra duty payments. Accommodation available for single or married teachers. All teaching undertaken in very small groups. Part-time appointments considered. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based.

Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex. Tel: 01-551 0017.

Enquiries to: The Principal, tel: Panshurst 303.

### BIRMINGHAM CITY COUNCIL

## CYNGOR SIR GWYNEDD COUNTY COUNCIL

**Adran Addysg**  
**GWASANAETH IEUENTID A CHYMUNED**

Gwahoddi coladaw oddi wrth arweinyddion Iauentid, sy'n rhoi trwyddedion new rhaol gyda a gradau neu diploma prifysgol mewn Gwyddor Cymdeithasol, am y swydd Iauentid Cymunedol.

(a) Gwelltwt Iauentid a Chymuned—Ardal Masgraffon, Bangor.  
(b) Arweinydd Iauentid—Ardal Irl Gaernarfon.

Cyhoeddi JNC GRADDDFA 3 (1-6)—£3428-£3888 (ynghyd â £312 y dyddyn).

Cymorth arffwrdd ar gyfer costeu symud a chosiau eraill mewn achosion priodol.  
Prifwrddd sale gan Swyddog Personol y Sir, Swyddfa'r Sir, Caernarfon. Dyddiad cau: Ebrill 28/1977.

# OVERSEAS TEACHING POSTS

**Anglo-Colombian School, Bogota (Colombia)**  
**HEAD OF MATHEMATICS**  
Degree in mathematics and teaching qualification. 4 years' experience, including work with computers.  
Salary: £3357-£4917.

**HEAD OF ENGLISH**  
Degree in English and teaching qualification. 4 years' teaching experience. TEFL would be an advantage.  
Salary: £3357-£4917.

**HEAD OF PHYSICAL EDUCATION**  
Teaching certificate with PE specialisation. 4 years' experience. French, Geography or Economics as additional subject.  
Salary: £3357-£4917.

**ENGLISH TEACHER**  
Degree in English and PGCE or Certificate in Education specialising in English. TEFL experience would be an advantage. 2 years' experience.  
Salary: £2253-£3744.

**TEACHER OF PHYSICS**  
Degree in Physics and a teaching certificate. 2 years' experience.  
Salary: £2253-£3744.

**PRIMARY TEACHER**  
(10-11 year olds)  
Certificate in Education (specialising in primary area). 2 years' experience.  
Salary: £2253-£3744.

**PRIMARY TEACHER**  
(8-9 year olds)  
Certificate in Education (specialising in primary area). 2 years' experience.  
Salary: £2253-£3744.  
Single people under 30 preferred. Knowledge of Spanish desirable. 2 year contracts from August 1977. Renewables.  
77PS 40-46

**DIRECTOR OF STUDIES (Greece)**  
The British Council Institute, Salonika. Candidates, preferably in the age range 30-45, should be University graduates with a PGCE with TEFL content and a minimum of 5 years' EFL experience. Previous experience as Director of Studies or Head of Department desirable.  
Salary: Drs 10990-Drs 30770 per month (approx £3750-£5800 pa).  
Benefits: annual bonus. 2 year local contract renewable.  
77 RO 28

**MATERIALS PRODUCER (ELT) (Oman)**  
Ministry of Education (English Department) Muscat. To produce support materials and audio visual aids, to undertake in-service course for teachers of English. Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of AV materials.  
Salary: £4589-£6818 pa.  
Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract renewable.  
77 AE 8

**TEACHER OF ENGLISH AND ADMINISTRATIVE OFFICER (Senegal)**  
The British Senegalese Institute, Dakar.  
To teach English, including English by radio, to adult students and assist with examinations and general administration.  
UK degree, post-graduate qualification in TEFL or applied linguistics, several years' ELT experience and fluent French essential. Experience of testing, record keeping, examination writing and English by radio desirable.  
Salary: 94589-25618 plus 10% inducement.  
Benefits: free accommodation; overseas and children's allowances and other benefits. 2 year contract renewable.  
77 CO 29

Return fees are paid. Local contract is guaranteed by the British Council.

Please write, briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 85 Devere Street, London W1Y 2AA.

# THE BRITISH COUNCIL

# Republic of Singapore English Language Lecturers

are required by the  
**Institute of Education  
Singapore**

for lectureship positions in English studies

The Institute of Education trains teachers for primary school and secondary school up to G.C.E. 'O' and 'A' levels. In addition, it provides in-service courses, including English and related work in TESL/TEFL, for trained teachers.

**QUALIFICATIONS:** Applicants should be between 28-40 years of age, have at least a Master's degree and three years approved school teaching or specialist experience. Some teacher training experience would be desirable.

	Basic Salary per Month	Annual Salary (inclusive of all allowances)
Senior Lecturer I	\$51,700 x 100-\$52,000	\$527,940-\$530,000
Lecturer A	\$41,700 x 50-\$41,850	\$428,475-\$430,525
Lecturer B	\$31,700 x 50-\$31,850	\$328,475-\$330,525

(\$1.36 equals £1.00 at current exchange rate)

Employment will be on one of the three scales, depending on qualifications and experience.

**SUPERANNUATION:** Non-contributory terminal gratuity at a rate of 17 per cent last drawn salary for each completed month of service.

**PASSAGES:** Free economy return passages in and from Singapore plus baggage allowance for employee, spouse and dependent children under two years.

**MEDICAL BENEFITS:** Free non-contributory medical scheme including consultation, treatment, surgery and medicine for employee and family in Singapore.

**ACCOMMODATION:** Subsidized housing or allowance in lieu ranging from: \$53,000 to \$56,000 per year.

**INCOME TAX:** Approximate Tax on Earned Income of:

	\$20,000	\$25,000	\$30,000
Single	\$62,510	\$63,700	\$64,890
Married	\$52,280	\$53,470	\$54,660
Married with 2 dependent children	\$61,950	\$63,140	\$64,330

**LEAVE:** 42 days paid vacation leave per year. Employee may go home to UK during vacation but this will be at his own expense. 11 days paid gazetted public holidays.

**TENURE OF APPOINTMENT:** Contract of three years.

**APPLICATION AND INQUIRIES:** Enclose stamped self-addressed envelope when writing to: Singapore High Commission, 5 Chesham Street, London, S.W.1, for application forms. Application forms duly completed should reach the above address not later than June 6, 1977.

**ADULT EDUCATION  
Appointments - continued**

**NORTHAMPTONSHIRE**  
CENTRAL ADULT EDUCATION OFFICE  
110, QUEEN'S ROAD  
NORTHAMPTON NN1 2JH

Applications are invited for the post of Lecturer in English and Lecturer in Mathematics. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Northamptonshire Education Authority, 110, Queen's Road, Northampton NN1 2JH.

### Assessment Centres

**HAMMERSMITH**  
London District of Education

Applications are invited for the posts of: **Senior Lecturer in English** and **Senior Lecturer in Mathematics**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Hammersmith District of Education, 110, Queen's Road, Northampton NN1 2JH.

### Youth and Community Service

**CHANNEL ISLES**  
EDUCATION OFFICE  
JERSEY

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Channel Islands Education Office, Jersey.

**CHESTER**  
CITY OF CHESTER DISTRICT OF EDUCATION

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, City of Chester District of Education, Chester.

### Assessment Centres

**CITY OF BIRMINGHAM**  
EDUCATION OFFICE

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, City of Birmingham Education Office, Birmingham.

### Youth and Community Service

**DEBENTHURST**  
MILTON KEYNES DISTRICT OF EDUCATION

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Debenhurst Milton Keynes District of Education, Milton Keynes.

## Wardens £2,185-£3,279 (plus supplement)

Applications are invited from both men and women for permanent posts in the Department of Agriculture at Greenport Agricultural and Horticultural College, Antrim and Lurgan College of Agriculture and Food Technology, Cookstown.

Successful applicants will be engaged on duties related to male student welfare and recreation including the organization of facilities and various types of social functions and liaison with appropriate bodies.

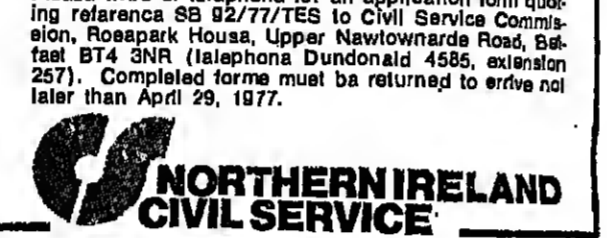
Applicants should be at least 21 years of age and have the ability to work with young people. A Diploma in Youth Leadership or equivalent qualification would be desirable but not essential.

Evening and weekend duties will be involved on a rota basis.

In addition to salary scale quoted a supplement of £312.23 per annum is payable. Evening salary will be related to qualifications and experience. Free board and accommodation will be provided.

Further details of these posts may be obtained from the principals of the above colleges, i.e. —  
Mr M. Boyd, Greenmount Telephone Antrim 2114  
Mr W. G. Shannon, Loughry Telephone Cookstown 62491

Please write or telephone for an application form quoting reference SB 92/77/TES to Civil Service Commission, Rospark House, Upper Newtownards Road, Belfast BT4 3NR (Telephone Dundonald 4555, extension 257). Completed forms must be returned to arrive not later than April 29, 1977.



## Overseas Teaching Post TEACHERS OF ENGLISH (Greece)

The British Council Institute, Salonika 2 Teachers of English

Candidates should be University graduates preferably with a PGCE and TEFL qualification. Some EFL experience desirable. Preferred age range 24-45.

Salary: Dr 18,000 per month (approx £3,396 p.m). Benefits: annual bonus.

2-year contract renewable.

Please write, briefly stating qualifications and length of appropriate experience, quoting reference number 77/0 25/34 and title of post for further details and an application form to The British Council (Appointments), 65 Deyles Street, London W1Y 2AA.

## THE BRITISH COUNCIL

## ARAB WORLD ELT REPRESENTATIVE

Thomas Nelson & Sons Limited wish to appoint a representative to sell their fast-growing ELT list in the Middle East and North Africa.

It is planned to base the job in Sunbury-on-Thames but the representative will be required to spend up to 18 weeks a year travelling. However, a person already resident in the Middle East or Greece would be considered.

A good salary will be paid and all travelling expenses reimbursed. The career prospects in Nelson's rapidly expanding ELT Department are excellent.

We are looking for a young person, either a graduate or trained teacher, with knowledge of the Arab world and preferably fluent in Arabic.

Applications to: The Personnel Manager, Thomas Nelson & Sons Limited, Lincoln Way, Windmill Road, Sunbury-on-Thames, Middlesex TW16 7HP.

## DEAN OF STUDIES

### United Nations International School

The position, Dean of Studies, has been created at UNIS for appointment 1 September, 1977. Applications will be received through 9 May, 1977, with announcement of appointment to be made by mid-June.

The primary objective of the Dean of Studies is the perfection of a concept of International education appropriate for UNIS. . . .

- ...to provide coordination and leadership in curriculum and methodology
- ...to ensure equitable and rational standards of methodology, continuity of curricula, and consistency in subject requirements and regulations
- ...to direct the operation of the International Education Center
- ...to ensure that faculty appointment and renewal procedures are properly followed, and are in the best interests of the school
- ...for the operation of the school's in-service training and for its development as a center of expertise in International education.

The Job Description Committee

Applications and inquiries should be mailed to:  
Elizabeth Kahn, Secretary,  
Academic Dean Search Committee,  
United Nations International School,  
24-50 East River Drive,  
New York, N.Y. 10010.

## YOUTH AND COMMUNITY SERVICE

**MEITON**  
Education Through Art

Applications are invited from multi-racial and multi-cultural backgrounds for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Meiton Education Through Art, Meiton.

## DEAN OF STUDIES

**SOMERSET**  
SOMERSET COUNTY COMMUNITY EDUCATION OFFICE

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Somerset County Community Education Office, Somerset.

## Overseas Appointments

**THE NETHERLANDS**  
A qualified primary teacher of English is required for a school in the Netherlands. The school is in a rural area and the teacher will be responsible for the English language and social studies.

For further information and application forms, please contact the Director of Education, The Netherlands.

## LEBANON

**MAKADIM HOLESAN SCHOOL**  
LUBNAN

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Makadim Holesan School, Lebanon.

## DEAN OF STUDIES

**SOMERSET**  
SOMERSET COUNTY COMMUNITY EDUCATION OFFICE

Applications are invited for the post of **Senior Lecturer in English**. Candidates should have a minimum of 5 years' post-graduate experience in the subject concerned.

For further information and application forms, please contact the Director of Education, Somerset County Community Education Office, Somerset.

## Overseas Appointments

**SPAIN**  
The following primary teacher is required for a school in Spain. The teacher will be responsible for the English language and social studies.

For further information and application forms, please contact the Director of Education, Spain.

## MANAGEMENT CONSULTANT

To work in business and industry. UK priority on performance improvement projects using behaviour modification technique for rapidly growing USA firm expanding to UK. Qualifications: prefer educational or clinical experience with behaviour modification or management consulting in manufacturing, marketing or clerical areas. Must be able to analyse performance problems, train, persuade and market services. Successful candidate has possibility of becoming Managing Director in UK.

Please write giving office and home phone number. Interviews London, April 25 to 30.

Write Box TES 2772, The Times, WC1X 9EZ

## ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT PARIS

**Centre for Educational Research and Innovation (CERI)**

CERI has a broad programme of work involving close co-operation with educational ministries and research and development institutions in the 24 OECD Member countries. Projects include university development, school reform, teacher training, early childhood education, recurrent education, school financing and school-community relations. Work is carried out in Paris but some travel will be necessary.

Candidates should have academic knowledge and experience in policy-making or research in educational development and innovation. Analytical capacity to relate these areas to education and broader social policies would be a distinct advantage. Excellent knowledge of, and drafting ability in, one of the official languages (English or French) and working knowledge of the other are essential.

Appointments for one to four years, with starting salaries (married non-resident) 86,000 French Francs per annum.

A small number of junior research fellowships (one year, 60,000 French Francs - married non-resident) may also be available for graduates in social sciences interested in working on specific aspects of the CERI programme.

Applications from nationals of OECD Member countries, accompanied by a detailed curriculum vitae in English or French and specifying CERI, to:  
PERSONNEL DIVISION, O.E.C.D.,  
2, rue André-Pascal, 75776 PARIS CEDEX 18.

# MOROCCO

The Centre for British Teachers, at the request of the Government of the Kingdom of Morocco, is expanding its successful English Language Teaching scheme in Moroccan lycées by recruiting a further 80 British teachers for the coming academic year.

- Contracts are from September 1 1977 for two years, but may be terminated in the first year.
- Contracts are renewable.
- Salary (currently under review) is not less than £320 per month free of tax (paid in Dirhams).
- Fares paid to and from Morocco.
- Good medical cover.
- Centre welfare and resettlement advice service.
- In-service training and opportunities for materials writing.

Qualified graduate teachers with at least two years' experience teaching English to foreigners and with a good knowledge of spoken French. Apply to:

**The Centre for British Teachers (M/TE3)**  
Quality House,  
Quality Court,  
Chancery Lane,  
London WC2A 1HP.  
Telephone 01-242 2982.

## THE CENTRE FOR BRITISH TEACHERS LIMITED GERMANY

The Ministry of Education of Nordrhein-Westfalen, Niedersachsen and Bremen/Bramarshaven require British teachers for the academic year 1977/78 to teach English in secondary schools and Further Education establishments.

**Qualifications:** Applicants must possess a University degree, a teaching qualification, teaching experience and a good knowledge of spoken German.

**Travel:** Fares to and from Germany at the beginning and end of the contract for teachers and their families are paid by the Centre. Arrangements are made for the transportation of heavy baggage.

**Salary:** £360-485 per month paid in German Marks. Entry point depends on number of years' previous full-time experience. An allowance of £80 per month is paid to married teachers and £22 per month for each dependent child. (DM 4.5 equals £1)

Salaries are free of German and British Income tax for periods of 12 months and upwards.

**Contract:** Contracts are for one calendar year from August 1977 (exact starting dates vary according to State).

**Teaching Load:** 20-25 45-minute class periods a week depending on State and school type. Classes usually take place in the morning only.

**For details and application forms:** The Centre for British Teachers Limited (T11), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel.: 01-242 2982/5.

## OVERSEAS DEVELOPMENT

KNOW-HOW vital to developing countries

### Education Overseas Botswana

## Primary Teacher Educator— Mathematics

To assist with initial training of teaching, assist in primary schools, making frequent informal visits to consider alternative approaches to primary syllabus, be engaged in programme of in-service work. Applicants under 45, must be trained teachers with at least eight years' primary teaching experience.

Appointment 2-3 years.

Salary (currently under review) in range £2891-£2741 pa which includes allowances, normally tax free in Botswana. Terminal gratuity 25 per cent of basic salary.

Other benefits include free family passage, paid leave, children's education allowances and subsidised accommodation. An appointment grant of up to £1200 may be interest-free car purchase loan of up to £1200 may be payable in certain circumstances. Superannuation rights may be safeguarded. Applicants should be citizens of the United Kingdom.

For full details and application form please apply, quoting ref 315, giving details of age, qualifications and experience to:

Appointments Officer,  
MINISTRY OF OVERSEAS DEVELOPMENT,  
Room 301, Eldon House,  
Stag Place, London SW1E 5DH.

**ODM** HELPING NATIONS HELP THEMSELVES

## ENGLISH LANGUAGE ASSISTANT TRANSLATORS

### THE ECONOMIC AND SOCIAL COMMITTEE OF THE EUROPEAN COMMUNITIES

is holding an open competition to recruit persons suitable for the above positions for its offices in Brussels. The work involves the translation of texts of a legal, economic, administrative and technical nature.

**Candidates should**

- be born after 31.5.1942
- have completed a university course and obtained a degree
- have appropriate experience
- have a thorough knowledge of the English language and an extensive knowledge of two other official Community languages. (The official languages of the Committee are Danish, Dutch, English, French, German and Italian.)

**The minimum net starting salary is £880 per month.**

Full details and the OBLIGATORY OFFICIAL APPLICATION FORM are contained in the Official Journal of the European Communities No. C73 dated 24.3.1977 which can be obtained from either of the following addresses:

- E.C. Information Office, 20 Kensington Palace Gardens, London W8 4QQ
- Economic and Social Committee of the European Communities, Personnel Division, 2, rue Ravenstein, 1000 Brussels, Belgium.

Closing date for receipt of completed applications: 31.5.1977

The Economic and Social Committee has advisory status to the Council and the Commission of the European Communities. It represents employers, trade unions and other economic and social interest groups (farmers, consumers, the professions, etc.). The Committee is a small institution employing approx. 300 staff. Its offices are located in central Brussels.



**Gwent County Council**  
Education Department  
**Temporary Careers Officer**  
Staff Careers Service  
Grade AP11/1V (Post V.2)—Pontypool  
Careers Office  
The post is a temporary one until at least September, 1978, when the position will be reviewed. Duties include the giving of talks and interviews and leading of group discussions to help pupils and their parents to reach decisions about employment or further education. Information about employment opportunities need to be gained from visits to employers as well as from careers literature. Preference will be given to applicants holding the Diploma in Careers Guidance or to those with previous experience of the work.  
Applications in no submitted by 27th April, 1977. Application forms and further information for the above appointment in the Education Department may be obtained, on receipt of a s.a.s. from the Director of Education, Gwent County Council, County Hall, Cwmbran, Gwent NP4 2XG to be returned by the date shown to the same address.

**LONDON BOROUGH OF CROYDON**  
Appointment of  
**GENERAL INSPECTOR**  
to specialise in Modern Languages  
Applications are invited for the post of General Inspector. Applicant should have a good Honours Degree and have held a senior post(s) in schools or colleges or have worked in the Advisory Service.  
Salary: Southbury Range—Head Teacher Group 10—£7,455 to £8,079 plus additional allowances of £312 and £180 (1976 & 1977 Salary Supplement) and London Allowance of £287.  
A car allowance is payable.  
Particulars and application forms to be returned by Friday, 29th April, 1977, may be obtained from the Director of Education, Tobarner House, Park Lane, Croydon CR9 1TP.

**Careers Officers**  
£2,127-£3,282+£312  
Applications are sought from professionally qualified Careers Officers and those completing professional training courses this coming July for two posts in Northamptonshire; one temporary and one permanent.  
The permanent post is based at Kettering and will involve some responsibility for work in special schools in and around the district in addition to normal advisory duties.  
The temporary post, based in Northampton, entails specific responsibilities for work with unemployed young people and the successful applicant will also have a general case load of advisory work in schools. The appointment would be until September 30, 1977, with the possibility of continuing for a further period.  
In both cases a qualified person will not start on a salary below £2,822 plus £312.  
Application forms by telephoning the Personnel Officer, Northampton 34833, extension 5237.  
Closing date April 25, 1977.

**Northamptonshire**  
Education Department

**Leicestershire**  
**PROFESSIONAL ASSISTANT (SCHOOLS)**  
£4,699 to £5,260 p.a. plus £312 p.a.  
Applications (September appointment) invited from graduates with good teaching experience in schools. The post, vacant on promotion, offers excellent opportunities for an energetic man or woman to gain experience of education administration in a large authority. Casual user car allowance. Removal expenses, legal fees, lodging allowance payable. For details telephone Leicestershire 871313, ext. 256.  
Apply (no forms) with names of two referees to the Director of Education, County Hall, Glenfield, Leicestershire LE3 6RF by April 28.

**OVERSEAS Appointments continued**  
**JAPAN**  
Full-time positions are offered by the Ministry of Education in the new school year 1977-1978. The Ministry is seeking to recruit teachers to work in the prefectural and municipal schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum ¥2,500,000 monthly. Applications should be sent to the Japanese Embassy, 10, Whitehall, London SW1A 2ER.

**AFRICA**  
Full-time positions are offered in the Education Department in the new school year 1977-1978. The Ministry is seeking to recruit teachers to work in the primary and secondary schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum £2,500 monthly. Applications should be sent to the British Embassy, 10, Whitehall, London SW1A 2ER.

**GREECE**  
A limited number of English teachers are sought for the new school year 1977-1978. The Ministry is seeking to recruit teachers to work in the primary and secondary schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum £2,500 monthly. Applications should be sent to the British Embassy, 10, Whitehall, London SW1A 2ER.

**SPAIN**  
A limited number of English teachers are sought for the new school year 1977-1978. The Ministry is seeking to recruit teachers to work in the primary and secondary schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum £2,500 monthly. Applications should be sent to the British Embassy, 10, Whitehall, London SW1A 2ER.

**SPAIN**  
A limited number of English teachers are sought for the new school year 1977-1978. The Ministry is seeking to recruit teachers to work in the primary and secondary schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum £2,500 monthly. Applications should be sent to the British Embassy, 10, Whitehall, London SW1A 2ER.

**ENGLISH LANGUAGE TEACHERS**  
The English Language Centre, London, is seeking to recruit teachers to work in the primary and secondary schools. Some positions are available for holders of a degree in Education and a teaching qualification. Salary minimum £2,500 monthly. Applications should be sent to the English Language Centre, London SW1A 2ER.

**COUNTY OF NORTH YORKSHIRE**  
**DEPUTY COUNTY CAREERS OFFICER**  
Salary scale—£4,589-£5,250 plus £312 annual salary supplement (Grade P.O.1(a))  
Applications are invited from suitably qualified and experienced men and women for the post of Deputy County Careers Officer.  
The County Careers Service in North Yorkshire which is in the forefront of the largest local education authority in the country, provides a careers guidance service to meet a particularly varied economic and social community.  
The successful applicant will be expected to play a key role in the leadership and direction of a team of over 65 professional careers officers and support staff.  
The authority is seeking to appoint a man or woman who, as well as possessing sound and varied professional experience, has also demonstrated administrative and managerial ability at a responsible level.  
Further particulars and application forms may be obtained from The County Education Officer, County Hall, Northampton, North Yorkshire, to whom applications should be returned by 1 May, 1977.

**EDUCATION DEPARTMENT**  
**ASSISTANT DIRECTOR OF EDUCATION (Schools)**  
(£8,201-£8,679)  
Applicants must be graduates, have had teaching experience and preferably relevant administrative experience.  
In addition to responsibilities for the service to schools the Assistant Director will be expected to make a wider contribution as a member of the Senior Officers' team.  
Sunderland has an increasing population (300,000) and includes the rapidly expanding new town of Washington. Removal expenses and temporary lodging allowance may be payable in appropriate circumstances.  
Application forms and further particulars may be obtained from the Director of Education at the address shown below.  
Closing date: May 18, 1977.  
Town Hall & Civic Centre, Sunderland SR2 7DN. L. A. Bloom, Chief Executive.

**Borough of Sunderland**

**HAVERING**  
Applications are invited from suitably qualified and experienced men and women for the post of Deputy County Careers Officer.  
The County Careers Service in North Yorkshire which is in the forefront of the largest local education authority in the country, provides a careers guidance service to meet a particularly varied economic and social community.  
The successful applicant will be expected to play a key role in the leadership and direction of a team of over 65 professional careers officers and support staff.  
The authority is seeking to appoint a man or woman who, as well as possessing sound and varied professional experience, has also demonstrated administrative and managerial ability at a responsible level.  
Further particulars and application forms may be obtained from The County Education Officer, County Hall, Northampton, North Yorkshire, to whom applications should be returned by 1 May, 1977.

**HERTFORDSHIRE**  
Applications are invited from suitably qualified and experienced men and women for the post of Deputy County Careers Officer.  
The County Careers Service in North Yorkshire which is in the forefront of the largest local education authority in the country, provides a careers guidance service to meet a particularly varied economic and social community.  
The successful applicant will be expected to play a key role in the leadership and direction of a team of over 65 professional careers officers and support staff.  
The authority is seeking to appoint a man or woman who, as well as possessing sound and varied professional experience, has also demonstrated administrative and managerial ability at a responsible level.  
Further particulars and application forms may be obtained from The County Education Officer, County Hall, Northampton, North Yorkshire, to whom applications should be returned by 1 May, 1977.

**LONDON**  
Applications are invited from suitably qualified and experienced men and women for the post of Deputy County Careers Officer.  
The County Careers Service in North Yorkshire which is in the forefront of the largest local education authority in the country, provides a careers guidance service to meet a particularly varied economic and social community.  
The successful applicant will be expected to play a key role in the leadership and direction of a team of over 65 professional careers officers and support staff.  
The authority is seeking to appoint a man or woman who, as well as possessing sound and varied professional experience, has also demonstrated administrative and managerial ability at a responsible level.  
Further particulars and application forms may be obtained from The County Education Officer, County Hall, Northampton, North Yorkshire, to whom applications should be returned by 1 May, 1977.

**LANCASTER**  
Applications are invited from suitably qualified and experienced men and women for the post of Deputy County Careers Officer.  
The County Careers Service in North Yorkshire which is in the forefront of the largest local education authority in the country, provides a careers guidance service to meet a particularly varied economic and social community.  
The successful applicant will be expected to play a key role in the leadership and direction of a team of over 65 professional careers officers and support staff.  
The authority is seeking to appoint a man or woman who, as well as possessing sound and varied professional experience, has also demonstrated administrative and managerial ability at a responsible level.  
Further particulars and application forms may be obtained from The County Education Officer, County Hall, Northampton, North Yorkshire, to whom applications should be returned by 1 May, 1977.

**LONDON BOROUGH OF ENFIELD EDUCATION COMMITTEE**  
**SOUTHGATE COLLEGE TECHNICAL**  
Principal: W. A. O. Easton, MA CEng FIMechE FRSA.  
Required as soon as possible.  
**SENIOR ADMINISTRATIVE OFFICER**  
Who will act as Deputy to the Chief Administrative Officer. The main duties will include responsibility for maintenance of buildings and grounds, College security and other matters as allocated by the Principal.  
Salary Scale (Including London Weighting), £4,524-£4,930.  
This scale is subject to a £312 per annum addition.  
Further details and application forms may be obtained from the Principal, Southgate Technical College, High Street, LONDON N16 8ES, on a scale which should be filled in with the Job Reference (S17) in which case no letter is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

**Education Service**  
**Assistant Education Officer**  
(£8,488-£7,181 per annum inclusive)  
A vacancy arises through promotion for the post of Assistant Education Officer within the Schools Service Division. The Officer's responsibilities include:  
\* Managing and Governing Bodies  
\* Admission and transfer of pupils  
\* Education Welfare  
\* Child Guidance  
\* Curriculum Matters  
Candidates must hold a degree or equivalent qualification and should have teaching and administrative experience with a local education authority.  
The Authority offers 100 per cent removal expenses, legal and estate agent fees up to £300 and lodging allowances.  
Further details and application forms may be obtained from R. J. Hertes, BSc(Eng) CEng, Chief Education Officer, Hadley House, 78-81 Uxbridge Road, London W5 5SU. Closing date 29th April, 1977.

**Reading**  
London Borough

**SPORT IN LAMBETH**  
Salary is dependent on qualifications and will be in the range £3,568-£4,847 p.a.  
The Director of Amateur Sports, Lambeth, has developed a programme of coaching courses ranging from basic to advanced level, including outdoor and indoor sports, and the aim is to take sport to the community and to have been achieved by training coaches in community clubs, sports centres, schools and clubs.  
We need a SPORTS COACH to help us carry out our existing programme and to identify future needs and develop appropriate courses.  
The successful candidate will be an experienced administrator and will be qualified in a wide range of sporting activities.  
For further information and application forms telephone 01-781 0901, ext. 59, or 01-781 1031 (24-hour answering service), Directorate of Amateur Sports, Lambeth Borough of Lambeth, 14 Keston Hill, West Norwood, London SE27. Closing date April 28, 1977.

**LAMBETH**

Applications are invited for the post of  
**Inspector/Adviser in Primary Education**  
with special reference to the Junior age range  
Salary scale: £6,180-£7,000  
The duties and responsibilities of this post will be monitoring, inspecting and advising in relation to the primary sector, will be based at Shire Hall in Mold.  
The County Council will be seeking a candidate with:  
(a) good teaching experience in the Primary sector;  
(b) experience as Head of Primary School;  
(c) a sound knowledge of current educational thought and practice in Primary education;  
(d) active involvement in the professional development and in-service education of teachers;  
(e) knowledge, enthusiasm, good interpersonal relationships and a high work output.  
The person appointed will be expected to carry out his/her duties in both Welsh and English medium schools.  
Application forms and further information available from the Personnel Officer, Shire Hall, Mold (Mold 2121, Ext. 375), to whom they should be returned by 25th April, 1977.

**GLWYD COUNTY COUNCIL**

**NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES**

**EARLY MATHEMATICAL EXPERIENCES - EVALUATION STUDY (SCHOOLS COUNCIL PROJECT)**  
**ASSISTANT RESEARCH OFFICER**  
Applications are invited from qualified teachers with a Degree or Advanced Diploma in Psychology or Education. Experience must include teaching nursery or infant children. The candidate must also be able to demonstrate evidence of mathematical competence (eg. "A" level or good "O" level) and a thorough understanding of the theory and practice of teaching early mathematics.  
The appointment is for one year only and will commence on September 1, 1977.  
The Assistant Research Officer's role will be that of Evaluator to the Project and a substantial amount of travelling and overnight stays will be required for the Officer appointed. Possession of a car and a current driving licence is essential. The Assistant Research Officer will be based in Slough.  
Salary scale, £3,368 to £3,702 plus £312 salary supplement plus £180 local allowance. Placement on scale according to qualifications and experience. For application forms and further particulars apply to:  
Mrs. P. Harris, Personnel Officer (post No. EME02), National Foundation for Educational Research in England and Wales, The Mere, Union Park, Slough SL1 2DD. Telephone: 0753 28161. CLOSING DATE FOR RETURN OF COMPLETED APPLICATION FORMS: APRIL 28.

**Examiners**  
**THE ASSOCIATED EXAMINING BOARD**  
The Associated Examining Board is seeking to recruit Examiners for the following subjects:  
\* English Language  
\* Mathematics  
\* Science  
\* History  
\* Geography  
\* Music  
\* Art  
\* Physical Education  
\* Modern Languages  
\* Vocational Subjects  
Candidates should be graduates with a minimum of five years' teaching experience in the subject concerned. They should also have a minimum of five years' experience in the examination process. Applications should be sent to the Secretary, Associated Examining Board, 10, Whitehall, London SW1A 2ER.

**CHURCH OF ENGLAND BOARD OF EDUCATION AND NATIONAL SOCIETY**  
**GENERAL SECRETARY**  
Owing to the appointment of Canon Robert Holby to the Secretary of Chichester, the office of General Secretary of the General Synod of the Church in England Board of Education and of the National Society for Promoting Religious Education, will become vacant in the Autumn.  
Applications are invited from communicant members of the Church of England (men or women, lay or ordained).  
Full details of the post and application forms may be obtained from the General Secretary, Board of Education and National Society, Church House, Osnott Yard, London SW1P 1NZ, 01-222 0011.

**Somerset**

**PERIPATETIC**  
(i) Peripatetic Teacher of the Cello  
For the Taunton, Bridgwater and West Somerset Area. To commence September, 1977. Duties include instrumental tuition to small groups of pupils and individual tuition in secondary and middle schools and certain primary schools; direction of orchestras and other ensembles at the Taunton Music Centre and involvement in the activities of the Somerset Youth Orchestra. Ability to teach double bass is desirable and conducting experience with some pianistic ability, although not essential, would be useful. For advertisement, professional essential would be useful. For advertisement, professional essential would be useful. For advertisement, professional essential would be useful.  
(ii) Peripatetic Teacher for Woodwind  
For the Taunton, Bridgwater and West Somerset Area. To commence September, 1977. Duties include instrumental tuition to small groups of pupils and individual tuition in secondary, middle school and certain primary schools; participation in the activities of the Bridgwater Music Centre and the Somerset Youth Orchestra. Whilst candidate will undoubtedly have experience on one woodwind instrument ability to teach other orchestral woodwind instruments to a reasonable standard is required, and conducting experience with some pianistic ability, although not essential, would be useful. A suitable candidate may be appointed within Burnham School 2.

**HEARING IMPAIRED**  
Unit for the Hearing Impaired, Ladymead Secondary, Taunton  
Suitably qualified and experienced teacher of the deaf for a new unit to be established at the above school. Scale 2 post, plus special allowance for teachers of the hearing impaired. Consideration would be given to a newly qualified teacher of the deaf, on a scale 1, plus special allowance, which would be reviewed at a later date.  
**ADVISORY POSTS**  
Teacher/Adviser for Physical Education  
Salary—Lecturer Grade II: £3,591-£5,805  
Applications are invited from women physical education specialists for the above post. The person appointed should have received a special training at a recognised college of physical education and have had wide teaching experience, preferably including the primary sector.  
The duties fall into two main categories:  
(i) To act as Physical Education Adviser for a third of the County surrounding Bridgwater, and to take an active interest in girls' physical education throughout the county.  
(ii) To conduct in-service training courses and to work alongside classroom teachers in primary schools.  
Outset to commence September, 1977, or as soon as possible. Application forms and details of the above posts (S.A.E.) from Staffing (TJ) Section, Education Department, County Hall, Taunton, Closing date 2nd May.

**Metropolitan Borough of Solihull**  
**Educational Psychologist**  
Salary Scale: £3,900-£6,600 plus £312 supp.  
Required in the School Psychological and Child Guidance Service which is developing a strong preventative and advisory role both in schools and the community.  
Candidates should possess an Honours Degree in Psychology (or equivalent) and at least two years' teaching experience and post-graduate training.  
Essential user car allowance and loan facilities. Grant of up to £300 towards house purchase and sale expenses. Council housing may be available.  
Application forms, etc. (please quote ref. TES 977) from: Town Clerk, P.O. Box 18, Council House, Solihull, West Midlands (Telephone 021 705 6789, ext. 241). Closing date April 29th, 1977.

**CITY OF MANCHESTER**  
**SCHOOL PSYCHOLOGICAL AND CHILD GUIDANCE SERVICE**  
**EDUCATIONAL PSYCHOLOGIST (UNIVERSITY TRAINING)**  
£6,801-£7,425 per annum  
Applications are invited from suitably qualified Educational Psychologists for the above post, with full-time secondment in the University of Manchester.  
Duties and responsibilities will be assigned by the University of Manchester. These will include assisting with the M.Sc. Postgraduate Training course for Educational Psychologists, and contributing to the development of a new Specialist Educational Advisory Service. Special interests and abilities, including interest in educational handicap, would be an advantage.  
Application forms and further particulars from the Chief Education Officer (E35), Education Offices, Crown Square, Manchester, M2 6BB. Closing date: 29th April, 1977.

**COUNTY OF NORTH YORKSHIRE**  
**EDUCATIONAL PSYCHOLOGIST**  
£4,212-£6,972  
Applications are invited from qualified Educational Psychologists for a post in the School Psychological and Child Guidance Service, to be based in the Harrogate area.  
The duties will include the full range of psychological work in the schools and Child Guidance Clinics, working with established teams.  
Application forms (to be returned by 29 April, 1977) and further details from the County Education Officer, Education Offices, County Hall, Northallerton DL7 8AE.

**WOLVERHAMPTON BOROUGH COUNCIL**  
**EDUCATION DEPARTMENT**  
**Educational Psychologist**  
required to complete team of seven in a well-established Child Guidance Service providing a fully integrated service to the Education, Health and Social Service Departments. Salary within Scale £5,310-£6,600 plus £312 annual salary supplement. Starting point according to age and experience. Applicants should have an Honours Degree in Psychology (or equivalent), teaching experience and a post-graduate qualification in Educational Psychology (candidates above in complete a postgraduate course will be considered).  
The person appointed will be responsible for the full range of psychological services to an area of Wolverhampton as well as having the opportunity to develop specialist responsibilities according to experience and interests.  
Further details and application forms from Director of Education, Education Offices, St John's Square, Wolverhampton WV2 4QB. Closing date, May 6.  
Intending applicants may contact Mr. Tomman, Chief Educational Psychologist, The Cedars, 35 Common Road West, Wolverhampton WV3 9DW. Telephone 2430 or 2573. (Authority to fill post received from Personnel Officer.)

# ELT SALES EXECUTIVE

THOMAS NELSON & SONS LIMITED wish to appoint a Sales Executive to sell the company's fast growing ELT list throughout Western Europe. The job will be based in Sturbury in Thames but the person appointed will spend up to fifteen weeks a year travelling overseas.

We are looking for somebody with a good knowledge of the ELT market and probably with overseas teaching experience.

A good salary will be paid and a company car provided.

Please apply in writing to:  
The Personnel Manager,  
Thomas Nelson & Sons Limited,  
Lincoln Way, Windmill Road,  
Sturbury on Thames, Middle. TW16 7HP.

# NELSON

# HARRAP BOOKS

## We are looking for an Assistant Editor

to work on a history and social science books for the secondary school market.

Candidates must have educational editorial experience, a degree in History, and working knowledge of the British educational system.

Candidates should apply with full written curriculum vitae to Mrs Noreen McDermott, Personnel Department, Harrap Books, 182/4 High Holborn, London, WC1V 7AX.

# County of Cleveland

## Peripatetic Teacher of Instrumental Music (Cello)

Required from September, 1977, peripatetic teacher of CELLO for the North Tees area of the County including Hartlepool. SCALE 2 POST for fully qualified and experienced teacher (Special Instructions Scale for other experienced musician). The teacher would join an established team teaching individual pupils and small groups in schools and assist with the development of instrumental work generally. There are 27 central schools and youth orchestras and bands in Cleveland County. Car allowance available. Financial assistance with household removal expenses is available in approved cases.

Forms of application and further details obtainable from and returns to the County Education Officer, Education Office, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, not later than 29th April, 1977.

# EDUCATIONAL REPRESENTATIVES (Part-Time)

Georgia Philip & Son Ltd., old established publishers of geographical texts and materials, require part-time representatives to call upon educational establishments from mid-April, 1977. Various areas.

Ramuneration by fees and expenses. Recent teaching experience in the geographical/environmental field would be an advantage. Replies to:

Roger Bond, Group Educational Sales Manager, George Philip & Son Ltd., Norfolk House, Smallbrook Queensway, Birmingham, B5 4LJ.

## Miscellaneous

### PRONUNCIATION

**DICTIONARIES**  
The Concise Oxford Dictionary of Current English, 1977, has been revised and enlarged to include 100,000 words and 100,000 phrases. It is the most up-to-date and authoritative dictionary of the English language. It is available in paperback for 10p and in hardcover for 20p. It is published by Oxford University Press, 100 Brook Street, London W.1P. 2JA.

### ST. ALBANS

St. Albans School, Hemel Hempstead, Herts. AL9 9QJ. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, St. Albans School, Hemel Hempstead, Herts. AL9 9QJ.

### ROSSON-WYRE

Ross-on-Wyre School, Ross-on-Wyre, Merseyside. L35 9JG. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Ross-on-Wyre School, Ross-on-Wyre, Merseyside. L35 9JG.

### REARSHILL

Rearshill School, Rearshill, Wiltshire. SN14 6JG. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Rearshill School, Rearshill, Wiltshire. SN14 6JG.

### CHICHESTER

Chichester School, Chichester, Sussex. PO19 1JG. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Chichester School, Chichester, Sussex. PO19 1JG.

### LONDON

London School of Education, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, London School of Education, London.

### BIRMINGHAM

Birmingham School, Birmingham. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Birmingham School, Birmingham.

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### Outdoor Education

Outdoor Education Centre, London. The centre is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the centre and will report to the Board of Governors. The centre has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Outdoor Education Centre, London.

**HERMYPHRE**  
The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Hermyphre School, London.

### DORESET

Dorset School, Dorset. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Dorset School, Dorset.

### ROSSON-WYRE

Ross-on-Wyre School, Ross-on-Wyre, Merseyside. L35 9JG. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Ross-on-Wyre School, Ross-on-Wyre, Merseyside. L35 9JG.

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**STUDENT OF RUSSIAN**  
The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Student of Russian School, London.

### EUROPE CHINA ASSOCIATION

The European China Association is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the association and will report to the Board of Governors. The association has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, European China Association, London.

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### SUMMER TEACHING

Summer Teaching Centre, London. The centre is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the centre and will report to the Board of Governors. The centre has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Summer Teaching Centre, London.

### SHORT COURSES FOR TEACHERS OF EFL

Short Courses for Teachers of EFL, London. The courses are seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the courses and will report to the Board of Governors. The courses have a long tradition of excellence and are seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Short Courses for Teachers of EFL, London.

### SUMMER ART COURSES

Summer Art Courses, London. The courses are seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the courses and will report to the Board of Governors. The courses have a long tradition of excellence and are seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Summer Art Courses, London.

### ENGLISH LANGUAGE SCHOOL

English Language School, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, English Language School, London.

### GRADUATE

Graduate School, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Graduate School, London.

### NARRIED

Narried School, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Narried School, London.

### ENGLISH AS A SECOND LANGUAGE

English as a Second Language, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, English as a Second Language, London.

# Personal Announcements

**AGENCY REQUIRES TITORS**  
In all main schools. Teachers and other qualified persons. For further details contact: The Personnel Manager, Thomas Nelson & Sons Limited, Lincoln Way, Windmill Road, Sturbury on Thames, Middle. TW16 7HP.

# Public Notices

**EUROPE CHINA ASSOCIATION**  
The European China Association is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the association and will report to the Board of Governors. The association has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, European China Association, London.

# Exhibitions

**BRITISH MUSEUM**  
The British Museum is holding an exhibition of Chinese art. The exhibition will run from 15th July to 15th August. For further details contact: The British Museum, Great Court, London WC1R 3EJ.

# Educational Courses

**SHORT COURSES FOR TEACHERS OF EFL**  
Short Courses for Teachers of EFL, London. The courses are seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the courses and will report to the Board of Governors. The courses have a long tradition of excellence and are seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Short Courses for Teachers of EFL, London.

# Appointments Wanted

**ENGLISH TEACHER**  
English Teacher, London. The school is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the school and will report to the Board of Governors. The school has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, English Teacher, London.

# MORTGAGES

**PERSONAL LOANS**  
Personal Loans, London. The loans are seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the loans and will report to the Board of Governors. The loans have a long tradition of excellence and are seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Personal Loans, London.

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# GO AS YOU PLEASE ON A THOMPSON WANDERER HOLIDAY

Go as you please on a Thompson Wanderer Holiday. The holiday is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the holiday and will report to the Board of Governors. The holiday has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Go as you please on a Thompson Wanderer Holiday, London.

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# INTELLECTUAL REFRESHMENT

Intellectual Refreshment, London. The refreshment is seeking a Headmaster for the autumn term 1977. The successful candidate will be responsible for the overall management of the refreshment and will report to the Board of Governors. The refreshment has a long tradition of excellence and is seeking a leader who will continue this tradition. Applications should be sent to the Headmaster, Intellectual Refreshment, London.

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## Ministry of Defence, London

# Head of Naval Historical Branch

### £6455-£8225

... to carry out research for the Naval Staff, plus advice on naval history and correspondence with historians of foreign services. The work also involves supervision of naval historians, the research work, data compilation, the Naval Documents Section and the Naval Staff Library, and membership of the Ships' Names and Badges Committee.

The Head of Naval Historical Branch (which has a large reference library) is, at present, the MOD (Naval) representative on various bodies and committees including the Imperial War Museum and the Maritime Trust.

Candidates should normally be aged at least 28 and have a degree with at least 2nd class honours, or a postgraduate degree, or an equivalent qualification, preferably in History. They must have a keen interest in the history and problems of the Royal Navy, the capacity for objectivity and a critical approach.

Salary will start at £6,455 and rise to £8,225, Non-career/royal pension scheme.

For further details and an application form (which has to be returned by May 6, 1977) write to Civil Service Commission, Alison Link, Biological, Hampshire, RG21 1JG, or telephone Basingstoke (0256) 60621 (answering service operates outside office hours). Please quote ref A/9512/2.

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# Adviser/Writers

Longman Group are looking for two ELT specialists to join their Resource and Development Unit. As part of the Longman English Teaching Services Unit, the successful candidates will be responsible for developing and preparing materials for the teaching of English as a foreign/second language, and also assist in providing teacher orientation relevant to the materials produced.

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Experience in the preparation of language teaching materials and/or curriculum development is also essential. A post-graduate qualification in the fields of applied linguistics or education would be a considerable advantage.

The posts are based in Harlow, Essex, but are likely to involve foreign travel connected with the development of material for particular areas, up to a maximum of about three months a year.

For further details and an application form please telephone or write to:

Mrs S Etherington,  
Personnel Officer,  
Longman Group Limited,  
Longman House,  
Burnt Mill, Harlow,  
Tel Harlow (0278) 26721

Longman

# Harrow Education

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## EDITOR

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Please write with curriculum vitae to Mrs Noreen McDermott, Personnel Department, George G. Harrap & Co Ltd, 182/184 High Holborn, London WC1V 7AX.

# An undervalued medium

## Britain's first radio literature conference took place last week at Durham University. Shirley Toulson reports

Louis MacNeice was a great poet, possibly even greater than W. H. Auden, but much of his work still remains unpublished, and is available only to those researchers who come to hunt it out in the BBC's vast archives centre at Caversham, for a great deal of his work came out of his work as a staff writer with the old Third Programme. Happily, R. D. Smith, his friend and producer, who gave the final talk at the first Radio Literature Conference to be held in this country, has ensured that at least four of MacNeice's plays—*East of the Moon, West of the Sun*, *The Queen of Air and Night*—will never be forgotten by the conference participants.

There were almost 200 of them, drawn from the BBC itself, from five-licence radio writers, and particularly from those universities and polytechnics which include broadcast material in their academic studies. One of the main purposes of the conference was to prove that radio literature is a serious, but neglected art form, and a worthy subject of scholarship.

Last week's discussions at Durham were the first of a two-year initiative and two years' careful planning. Ian Rodgers is a radio and television playwright who shares the frustration expressed by some BBC producers at the lack of proper critical attention their work receives, and at the fact that it slips away from public notice. In conducting a conference, which would give a firm case for radio's academic respectability, Mr Rodgers hopes that he has hastened the day when the publication of radio scripts will be a practice as generally accepted in this country as it is in Germany.

There could have been no better choice of speaker to conclude the intense four days than R. D. Smith. This is not merely because he is a former BBC producer and present Professor at the Institute of Continuing Education in Londonderry, but because he started his career as a radio actor and still retains acting abilities of great power, as well as a direct appreciation of dramatic effects. He was able to supply the one element which his erstwhile colleagues and his fellow academics (with the one exception of Peter L. Smith of Durham University, who has his Celtic historical talents to work with) lack: his own radio voice. His own radio voice was provided. His own radio voice was provided for the fact that none of the great radio actors were able to be at Durham, and he turned the proceedings into a happily historical necessity.

Paradoxically, Professor Smith's performance in his role as a radio actor was strengthened by his case (as straightforward logical argument could not have done) that radio with its essential concern for language is one of our best defences

against the forces of totalitarianism. Characterized in these times by mind-bending chemistry and noisy imported cosmographies, he felt that its strength could be weakened by too heavy a reliance on sophisticated technology, which he had found was all too often used as a prop from commonplace ideas. That last conviction was all the more telling for being made shortly after his audience had heard a talk on the radio by the man who has made the most powerful use of sound technology, and whose plays prove the exception to any general rule. John Fletcher, Professor of French at the University of East Anglia, spoke of the work of Samuel Beckett to an audience who had spent the previous evening listening to stereophonic recordings of *Words and Music and Enders* prepared by the Audio Visual Centre in London University. Beckett, who has continued language down in the condition of music, while still using it as a vehicle for story-telling, has always made extraordinary and unusual demands on the sound technicians. It is indeed the unusual but always appropriate character of his work, and his orderly use of silence, which was the work of Professor Smith's general strictures.

That he was considered at all in this context was significant for most of the writers who were the subjects of the formal lectures were either dead or, like Harold Pinter, now almost entirely concerned with the live theatre. Samuel Beckett, as we shall see on BBC 2 on Sunday, is still actively engaged in broadcast drama. The discussions on Harold Pinter's early radio work were initiated by Rudiger Imhol, a lecturer in English at the Gesamthochschule, Wuppertal, West Germany, where English is the main subject of his studies. He has been considerably better at it than he ever gets at home. Herr Imhol is interested in the fundamental changes of emphasis that inevitably take place in a Pinter radio play or in a Pinter radio play for television (either television stage or film), which requires that non-speaking characters, such as the much-loved *A Slight Ache*, have to be given an actual form, and symbols which are understood as symbolic projections of the main characters' overlying attributes.

In deciding which playwrights should have their radio work examined in such close detail last week, Rodgers was governed by one main consideration: he wanted to prove to any unconvinced professors of English that radio plays can be a serious literary form, and that there is already a respectable body of work on the shelves. So on Tyrone Guthrie he has a talk by James Forsyth, and a considerable time was given up to the contrastive plays of Henry Reed and Giles Roger introduced, respectively, by Roger Swaine of the University of Edinburgh and Frances Gray of the University of Sheffield.

Giles Cooper's tragically early death was one of BBC radio's greatest losses. Although he was prevented from reaching his full development, Miss Gray's extracts from his work gave evidence of the skill he had in using the medium to spin a story out of a strange amalgam of the real, measurable world and the surreal symbols of fantasy.

Henry Reed's work was a different matter altogether. Those participants who described the Durham conference as a literary or even a literary conference, and those who were particularly thinking of Mr Savage's lecture on the immediate post-war years. He showed how Henry Reed brilliantly combined the hilarious and affectionate satire of the *Illud Tule* pieces with the straightforward, imaginatively seriousness of *Meditermian* features, in particular his *A Great Desire* in Italy, in which he has Shakespeare visit Italy and the geographical sources of many of his plays.

Henry Reed did most of his work before the tape recorder had reached its present level of perfection and general use. Ian Rodgers believes that it now bears the same relation to literature as photography bore to painting in the late nineteenth century. Direct representation cannot replace the artist's original selection of visual material, or a writer's choice of words; but as photography made painters increasingly aware of the shifts of light, so permanent recordings of unrehearsed human speech have made writers more aware of the play of local dialect and accent, and of the emphatic part that silence plays in communication. In a radio programme which he devised, and which was broadcast during the evening of April 7, several of his colleagues, including William Trevor and Tom Stoppard, discussed how writing for radio had affected their work in general. It was then that the significance of the tape recorder for literary forms emerged.

The participants at Durham had an opportunity to hear this programme before it was broadcast. It was highly relevant to their considerations as a whole, for radio is concerned above all with the quality of spoken language, and any attempt to make a radio drama an academic discipline must take that into account. This is also a matter that extends to the schools, and it was for this reason that Mr Gerard Malis, drama inspector for the London Borough of Newham, decided to make his radio work a central tool in the development of language in local radio stations should be encouraged to let school pupils participate more fully in their activities, and that schools, or at least groups of schools, should have their own broadcasting systems. If the study of radio drama were to be a general part of teacher education, the potential of that ideal could be more fruitfully realized.

# Superior powers

## John Grozny

Those Doctor Who? asked last Sunday's BBC-2 documentary: a lot of quite eminent people's apparently, including a consultant physician who watches fondly with his team from on Intensive Care Unit. Far every six children watching, there are apparently four adults, and the programme examined the phenomenon that has kept the series thriving for 14 years already.

The documentary offered some insights into the creation of the special sound and visual effects, and Tom Baker, the current Doctor, compared the interpretations of his three predecessors and outlined the challenge which the part poses.

The doctor is not locking in character—this is one of the serious advantages over other cardboard serial-killers, such as *Space 1999*—but that character is a peculiarly malleable one. The doctor lacks romantic or acquisitive tendencies, and cannot therefore develop in any conventional way, so the actor's problem is how to continue surprising the audience.

But the documentary rightly concentrated on the programme's meaning for its audience. Perhaps it should have included some of the criticisms which Dr Who's horror-movie pupils as possible is therefore liable to find this, in return for his selfless courage, he has been handicapped by loosely-written, episodic scenes that give his young stars little help in their attempts to create dramatic pace and tension.

Brando's Hall, a boys' preparatory school in Suffolk, has just presented Robert Bolt's *The Shining of Byron Ballgownie*. It should have been a sure-fire success. Being a sort of sophisticated, up-market pantomime complete with cruel child, wizard, bouncer, smoke and a dragon. Unfortunately, it is weak on plot and has some fairly lengthy and inappreciated scenes. Especially difficult is the thickens role of Mr Oblong, Fitz Oblong, the man in his own production had the necessary mixture of subtlety and bravado to make the play work, but they came very close indeed to slipping.

An equally free-wheeling affair is *Bartholomew Fair* but this plot has more than enough plot to hold the audience's attention should the acting momentarily lose its momentum and so it is a safer bet for school production.

At Longlands School (comprehensive at St Neots in Cambridge), over 100 pupils were involved in this term's realization of *The Fair*. This was very much a "wild arena" production, with the actor not only filling the stage but spilling over to occupy the entire hall which was a wretched job. The boys, who were dressed in their own clothes, were a major criticism might be that the text had not been cut—it is a very, very long play—but even so, the production was for the main part a success. The credit must be shared between Ben Jonson, the playwright, and the actors who gave every sign of being at home on the stage. If a strong script can be an enormous support, the one really vital prerequisite of any school production is that the actors' permanent home and not an uncomfortable staging post where they happen to be spending two unpredictable hours at the end of term.

Both these productions were those whose nervous tension and so they appeared ill-at-ease in an alien element, but equally there were enough who were sufficiently happy in their roles for the audience to be happy with the offered entertainment. David Self



Chuck Berry appears in "The Illustrated Rock Almanac", an odd collection of facts and photographs, mostly about pop, filmed to every day of the year. (Paddington Press, £2.95).

# Plot lines

It is a solid fact of life that plays with large casts tend not to be as well made as ones with just half a dozen characters. The producer of a school play who nobly seeks out a script that will involve as many pupils as possible is therefore liable to find this, in return for his selfless courage, he has been handicapped by loosely-written, episodic scenes that give his young stars little help in their attempts to create dramatic pace and tension.

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# Witting and unwitting testimonies

## CHRISTOPHER GRIFFIN-DEALE reviews the Open University's War and Society series

War and Society, BBC 2, Open University, Fridays, 8.00, Thursdays, 12.45.

The television programmes accompanying the Open University's War and Society course examine the contribution that archive film can make to an academic understanding of history, and take themes connected with war and its social impact as the examples.

These programmes make a distinct academic contribution to a course that is almost unparalleled among the television ramparts of other courses. The series is, therefore, particularly accessible to the general public. Outside the precincts of the university it also has an importance for the study of the past that has not received full recognition.

The War and Society course was introduced in 1973 in the first year of third level undergraduate studies. It is also offered to one of the Open University's growing number of post-experience courses, which allow students to follow through a single course—with the normal support—up to an examination without enrolling for a full-scale degree.

Though primarily historical in discipline, it also draws on literature and sociology in its exploration of the interaction of war and society. It is not concerned with sociological exposition, or military history, but concentrates on events from the Napoleonic period onwards. It does, however, include notably the *Timocytides* of the 30 Years War.

The television programmes pursue to cover the basic approach, covering necessarily on the television screen.

In the first programme, *Archive Film and the Study of War* and *War and Society*, Professor Arthur Marwick, the series' principal academic adviser and presenter, outlines the series' objectives, outlines some of the fundamental problems involved in considering archive film as a respectable source of historical evidence.

Archive film requires many of the same professional techniques for its interpretation as other documents, but has its own distinctive problems and advantages. Professor Marwick reinforces the claims already made by himself and fellow enthusiasts who have brought the medium in from the academic world.

Though it cannot tell us much about political and diplomatic issues, newsreels and documentary can yield unique and valuable information about social conditions and the physical reality of the times—street scenes, technical progress in the manufacture and use of equipment, and the horrors of war. The selectivity of cameramen, editors and contemporary commentators both reflected contemporary attitudes and sought to confirm those attitudes.

Professor Marwick makes a crucial distinction between the two kinds of information available from archive film, between "witting" and "unwitting" testimony, between the impression a film is seeking to convey and all the other information that we—with a historical eye—must derive from it. Though this may be a subtle distinction with my kind of evidence, it is far more important for film.

An author has far more control over a printed document than a newsreel or documentary filmmaker. However, determined the latter is to reflect a particular view of reality, there will always be other kinds of evidence in people's manners or appearance that will linger at the corners of the frame, ready to communicate unwittingly to us.

A sentence, Monty on the Factory Floor, exemplifies this distinction. We see Monty addressing munitions workers in their factory canteen, while the contemporary commentary emphasizes the further need for workers, and the need for cooperation. We can now see lingering social attitudes implicit in both Monty's manner and verbiage and the commentary's assumptions.

Subsequent programmes examine the kind of film available on a number of specific themes, through the causes and social impact of the two world wars, the role of women in the two wars up to the guerrilla war in Algeria.

In the second programme, *The Origins of World War One*, Professor Marwick looks at the film propaganda produced by both sides. The Cause of World Disasters, *Effort*, a cartoon from 1917-18 by a prominent cartoonist, Lancelotti Speed, proves (whatever his message) to be a most accomplished and sophisticated leaflet in animation. Professor Marwick also supplies archive material from the pre-war period to see if it supports or contradicts the hypothesis of a widespread will to violence throughout European societies that contributed to the World War.

Among later programmes, the eleven-part *The Nazi Order* is particularly interesting, contrasting Nazi propaganda films from different occupied countries from Norway to the Ukraine that reflect different national approaches and collaborators. The stentorian, threatening voice of much propaganda contrasts with the folksy style of the Ukrainian commentary accompanying the saga of the white-eyed peasant lord enjoying the wondrous experience of work in a German factory.

Since this series was made and first transmitted, Thomas Television's *World of War* has appeared and set new standards for television compilations. As the beneficiary of a more academic approach to archive film, this series sought to respect its source material, unadorned and unadorned, and in forming the audience whose doubts remained.

*World at War*, unlike previous compilation series, used its film to illuminate more than a chronological exposition, heavily weighted towards military history. It gave more attention to the social impact of the Second World War.

It was still committed however to communicating to a wide audience through a coherent 50-

minute flow of images and eye-witness testimony. This Open University series is, rather, a collection of film documents with academic commentary. The programmes themselves must provide the necessary context.

In this and other ways, senior producer, Edward Haywood, has had to evolve new approaches for presenting the material, where the usual assumptions of television complainers are inappropriate. Most of his decisions seem right. For instance, most of the silent footage is left unaccompanied, but some of the most overt and caricatured propaganda footage has been placed on the screen. What matters here is not so much the footage's relationship to the truth of its subject, but its relationship to its audience, and music here helps to recreate the mood with which the film would originally have been viewed.

Original sequences have necessarily had to be shortened, but this has generally been done with respect for the pace and context of the original film, as well as for the contemporary student audience.

One advantage of this series' approach is the chance to appreciate particular sequences from the archive, where skippy and breathless selection would destroy their effect. That is one of the "First World War" cartoon, and of the substantial excerpt, in that programme on the social impact of the Second World War, *Ordinary People*, featuring vignettes of London flats continuing in the suburban home, courtroom and Oxford Street store) despite the blitz.

We also have a chance to appreciate the selectivity of contemporary editors, in a number of interviews with survivors from a heavily-blitzed east-end area. One interviewee, a doctor, declares indignantly: "It's my house and I'm going in stick it" was included but three others, all directly calling for vengeance on Germany, were left in the cutting-room. Though they were only responding to the question of retaliation one has been influenced by the interviewer.

# Briefings

## Radio and tv

### Open University

*The Anchor Booth* (Sunday 11.00 BBC 2 Thursday 07.15 BBC 1). Students are given the opportunity of seeing complete sequences of ABC's coverage of the 1976 Republican Convention. Emphasises the importance of the couriers in the "Anchor Booth" and discusses their views on the relationship between politicians and producers.

*Cloister to Cloister?* (Sunday 11.50 BBC 2 Wednesday 07.05 BBC 1). Two programmes featuring the work of historians. The profession is examined in detail through interviews with legal figures and film of the Inns of Court and the Temple.

*Nothing New Under the Sun* (Sunday 13.05 BBC 2). Sundries may appear simple, but their subtleties are revealed when physical and geometric models are constructed. Leads on to an exploration of the mathematical nihilism of the solar system.

*The Market Town* (Tuesday 07.30, Thursday 18.10 BBC 2). A study of the functions and topographical characteristics of market towns in the sixteenth and seventeenth centuries. Focuses on Banbury, Chipping Camden and Ilkington. Discusses factors affecting their growth or decline and the distribution of such towns throughout the country.

**EE and general interest**

*Conversations* (Sunday 10.10 BBC1). Interviews filmed on location introduce students with a reasonable knowledge of Italian to the vocabulary of current affairs. What do Italians feel about their country, its politics, economy, agriculture and art?

*The Role of the Nurse* (Sunday 10.35 BBC1). Aimed at student nurses or those intending to enter the profession; a wide view of nursing practice in hospitals from medical wards to operating theatres.

*Afterthoughts* (Sunday 15.30 VHF4). An investigation into "Kingsway Community" where an attempt is made to provide a family setting for people who have been rejected by society.

*The People's Echo* (Sunday 23.05 approximately BBC1). "Greensleeves" became a love song, a religious parody and a political satire. This series looks at other songs that have as varied and colourful a history.

*The Education Debate* (Monday 15.30 BBC2). The last programmes of the series feature Professor Denis Lawton. He asks: "How can standards in education be discussed? If there is no basic agreement about aims?"

*In Search of Atlantis* (Monday 17.15 ITV). Plato's story of Atlantis has been told and retold. Did such a place exist? Should we look to the Bahamas for an answer? A film of recent archaeological discovery focuses on the fourteen chiselled stone blocks found in the water there.

*You are what you eat* (Monday 18.30 Radio 3). Eight programmes about sensible eating begin with a discussion of the adage "One man's meat..."

BH Brecken presents a review of the huge variety in food around the world.

*Politics Now* (Tuesday 23.05 approx BBC 1). A scrutiny of British prime ministers from Lloyd George to Harold Wilson. A major issue of each administration is assumed and discussed by those involved.

*Putting On a Show* (Friday 18.30 Radio 3). The second of eight programmes in which Anthony Corish, drama producer, lecturer and adjudicator explores the pleasures and pitfalls of the amateur theatre.

# Damn good

Outside the schools, Bristol Youth Theatre have been shining on for 20 years under the leadership of Ivor Bryant, a local junior school teacher. Members show great commitment, paying fortunes in bus fares to reach their base—Saanilis Community Centre in North Bristol. Entirely self-financed, they put on two major productions a year (Christmas pantomime plus open air play in the summer) and occasional shows such as the one I saw recently—a spoof of a medieval Mystery play with Adam and Eve in plastic ivy presided over by a dour God, a rather sketchy sketch about immigrants in Bristol and some very functional improvisation around ideas from the Trojan wars. The narrative (written by another drama teacher John Scadding) gave the sweep of

into as the armies confronted each other, sent out their champions, mourned their death, and then dragged the dummy body of Hector round the walls of Troy while the cruelly striking the ivy below.

From Greeks and Trojans to Jots and Shreks, as Howells' School, "educational priority area" where teachers are refusing to work duties in protest against education cuts.

West Side Story demands a great deal from young actors, but by deftly balancing singing and dancing talent, the director Chris Waughlove, who also played the pelleman, Shrank, gave effective expression to the energy of youth growing up in the jungle of the cities—inner city or sprawling outer estate. That energy exploded into swirling fights, and dancing,

which, along with good use of colour—black leather and denim for and a well thought-out scaffold set provided a background for the young actors in their dancing on the open stage floor. The specific roots of group hatred, in a world studied by unemployment, and unexplained by much adult moralising, could be explored more fully in youth drama. The serious singing of the Hartcliffe youth, sending up the labels of social worker, drink, cop, who sang bowed and hopeless as Martin monts Toy, contrasted strikingly with Jacques' linguistic search for "something different" at Clifton College.

"We're on good, we're no good, We're an earthly god, Like the best of us is no damn good..." Their play proved the opposite and that's what it's all about.

Karen Treacher

# Paradoxical balancing act

## BRIAN HILL on German programmes

*Treffpunkt* 14.14. Repeated Wednesday, 11.15. Repeated Friday, 11.15.

Since ATV stopped their language class, there has been a dearth of school television in Germany. No language, English in German, and it is, therefore, a welcome sight that the BBC has taken the initiative to link two series for use in German and German studies classes.

*Treffpunkt* and *Encounter* each have programmes adapting what is essentially the same film for two different purposes—practice in oral German and language structure in *Treffpunkt*, information on Germany and its inhabitants in *Encounter*.

Being tried out both series with great effect. I am convinced that they will make a considerable contribution to broadening horizons, and building up understanding of how Germans live. *Treffpunkt* is the same device as *Four Corners*, using young people to describe their lives and interests. One important addition, however, is the inclusion of an element of documentary, passages which allow the viewer to focus on specific linguistic structures.

The level of German is suggested by the range of those having finished it. It is noticeably difficult to hear the speed of delivery and its content. It is also difficult to find plenty of notes accompanying

*Treffpunkt* carry the text of the broadcasts and these will be invaluable in facilitating the necessary adaptation to specific teaching needs. Careful preparation and deliberate reinforcement will be essential if the linguistic value of the series is to be exploited.

*Encounter*, the German studies series, has two functions—to make the German language accessible and to inject information. The filming is most attractive and, here again, there is no doubt that the programmes can be made to work effectively.

There is, however, a paradox which teachers will need to consider carefully before deciding on their exact use. Where *Encounter* is to be taken by itself, the sections which have been re-edited to give a different bias from *Treffpunkt* seem the most successful. A good example is the post office sequence, which in German features some individual skills such as telephone dialling, whereas in the English version, we get a number of shots inside the automatic sorting office, prompting authoritative background services in Germany.

The paradox arises from the fact that the more you re-edit the English version to bring in general factual information, the further away you get from the linguistic links. The linguistic value of *Treffpunkt* is on balance likely to prove minimal and more re-editing might have been possible to further highlight information about Germany.

The teachers' notes for *Encounter* provide a good desk of background information, but, again, the impression is given of restrictions on the full development of economic and social themes in order to maintain contact with *Treffpunkt*.

# Who cares?

## WHO CARES?

20 minutes. Colour. British Films, inquiries to National Society for Cancer Relief, Michael Sobell House, 30 Dorset Square, London, W9 1GL (01-402 8125).

The film *Who Cares?*, on the work of the National Society for Cancer Relief, is designed primarily to encourage volunteers to cooperate with one or other of the existing 600 committees which raise funds for the society's battle, or to start new committees to extend their work further.

The role of the society is to provide help both in cash and kind for those whose lives have been affected by cancer, whether it be help with nursing or treatment in one of the society's continuing care units. Such help also assists the victim's family—giving relief for a short period from the strain of coping at home, or helping with money, for instance, taking the little boy with three months to live to fulfil his dearest wish and see the sea with his parents.

The producers have dealt admirably with the difficult task of presenting the realities of a problem which involves thousands of cancer sufferers (the society helps 14,000 and accounts for one fifth of all deaths in the United Kingdom). To present the reality (the film opens with an enacted sequence of the death of a victim with his wife at his bedside) without either becoming over-emotional or sentimental is a daunting task which the film succeeds in achieving.

Teachers are well aware of the sympathy extended by young people to victims of all sorts in our society. This film should suggest for senior pupils another way in which they might be of service by helping raise funds for an admirable cause.

Alec Hughes

# BISFA festival

## The annual British Sponsored Film Festival, organized by the British Industrial and Scientific Film Association, moves this year from its regular Brighton location to the British Academy of Film and Television Arts in London, where it will take place from May 2 to May 13.

The festival always contained a number of films which would be of educational value to schools. This year, however, has been hard-pressed to justify expanding the time and money necessary to sit through the whole festival output in order to select those items which might be useful in schools or colleges. Now, however, the organizers have done away with the old pre-selection system and all entries will be screened, films being grouped together according to category. Thus, education and careers films will be shown at the opening session on May 2.

The morning will see eight careers films with entries from British Leyland, the Department of Employment, Tubo Investments, the Prudential, the General Dental Council, and the armed forces. In the afternoon, 14 films will show the work of some of the major educational film companies—Gateway, Mary Glasgow, Hugh Baddeley—as well as government films and titles from the big industrial units such as Shell, BP and ICI. The day will close with an illustrated discussion on the use of comprehensive careers packages.

Attendance for one day costs £12.50 (£10 to BISFA members) and special rates are available for groups. Delegate forms and details of the films are available from BISFA, 26 Drury Street, London W1V 3PH.

*Putting On a Show* (Friday 18.30 Radio 3). The second of eight programmes in which Anthony Corish, drama producer, lecturer and adjudicator explores the pleasures and pitfalls of the amateur theatre.